DOCUMENT RESUME

ED 476 671 HE 035 885

AUTHOR	Van Kollenburg, Susan E., Ed.
TITLE	A Collection of Papers on Self-Study and Institutional Improvement, 2003. Volume 1: Establishing and Sustaining Effective Connections. 2003 Edition.
INSTITUTION	North Central Association of Colleges and Schools, Chicago, IL. Higher Learning Commission.
PUB DATE	2003-00-00
NOTE	86p.; Prepared for the Annual Meeting of the North Central Association of Colleges and Schools (108th, Chicago, IL, April 13-16, 2003). For the 2002 edition, published in a single volume, see HE 035 309. For volumes 1 through 4, see HE 035 886-888.
AVAILABLE FROM	North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504. Tel: 312-263-0456; Tel: 800-621-7440 (Toll Free); Fax: 312-263-7462; Web site: http://www.ncahigherlearningcommission.org.
PUB TYPE	Collected Works - Proceedings (021) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	*Cooperation; *Higher Education; *Institutional Evaluation; *Organizational Development; *Partnerships in Education

ABSTRACT

Papers in this collection were prepared for the annual meeting of the North Central Association of Colleges and Schools. This volume contains papers discussing establishing and sustaining effective connections. Chapter 1, "Building New Partnerships for Learning," contains: (1) "Developing the ABCs of Successful Partnerships" (Linda L. Baer and Ann Hill Duin); (2) "Outsourcing General Education: Specialized College and Liberal Arts University Partnership" (Vickie Donnell and Sue Rollins); (3) "Moving through Turf Battles To Increase AA Degree Access" (David Hellmich and Larry Lundblad); (4) "Building for the Future: One University's Crusade in Creating a New Partnership for Learning" (Douglas N. McMillan, Charles S. Weiner, and John Partin); (5) "The Possibility Network: Creating a Statewide, Technology-Mediated Lifelong Learning Collaborative" (LaVerne Ludden and David Wright); (6) "Partnerships and Adult Learning: Delivering Bachelor's Degree Completion Programs" (Tracey S. Hebert); (7) "Quality Sells: Maintaining Quality in the For-Profit Environment" (Jim Patton, Paula Peinovich, Paula Singer, and Kathy Winberry); (8) "Building on Our Strengths Together: Secondary and Postsecondary Partners" (Debra Cox and Mary J. Steeno); (9) "FIPSE Partnerships with Four Universities To Replicate Academic Support Model" (John Kowalczyk and Joan Totten); (10) "A Better Society through Prison Educational Programming" (Kari Lenort, Mary Shepard, and Jan Waller); (11) "Assessing the Impact: The AAHE-HLC Collaborative Workshop Project" (Kelly Funk); (12) "Creating an Institutional Culture of Collaboration" (Marguerite Bennett); and (13) "Building the Essential Partnership: Organizing for Student Engagement" (Jack P. Calareso and Richard E. Farmer). Chapter 2, "State, Regional, and National Initiatives," contains: (14) "The Vocabulary of Student Outcomes: Razing the Tower of Babble" (Trudy Bers, Norval L. Wellsfry, T. Dary Erwin, and Trudy Bant); (15) "Engaging in

Reproductions supplied by EDRS are the best that can be made
from the original document.

Measures of Student Engagement: Using NSSE Data To Build a Shared Understanding of Assessment and Institutional Priorities" (Kathleen Carlson, Christopher Chalokwu, and Steven Murphy); (16) "Benchmarking Community College Instructional Costs and Productivity: The Kansas Study" (Jeffrey A. Seybert); (17) "From Silos to Circles: Changing the General Education Concept" (Deborah Daiek, Shirley Dixon, and Cheryl Hawkins); and (18) "Integrating, Documenting, and Assessing Success Skills" (Larry Coon and Stephen Davis). Many papers contain references. (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 476 671

A Collection of Papers on Self-Study and Institutional Improvement, 2003

Volume 1:
Establishing and Sustaining Effective Connections

2003 Edition

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY
S.E. VanKollenberg

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)
1

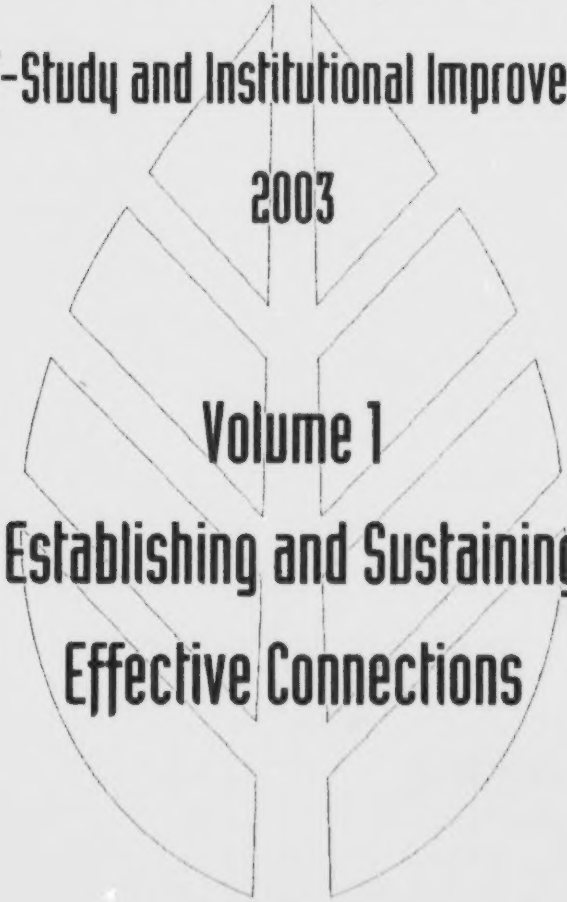
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The Higher Learning Commission

A Commission of the
North Central Association
of Colleges and Schools

NCA

HE035585



A Collection of Papers on
Self-Study and Institutional Improvement
2003

Volume 1
Establishing and Sustaining Effective Connections

Prepared for the program of
The Higher Learning Commission
Restructured Expectations: Building New Partnerships for Learning
at the 108th Annual Meeting of the North Central Association
April 13—16, 2003 • Hyatt Regency Chicago

A Collection of Papers on Self-Study and Institutional Improvement
2003

Volume 1

Establishing and Sustaining Effective Connections

Susan E. Van Kollenburg, Editor

The papers included in this collection offer the viewpoints of their authors. The Commission highly recommends them for study and for the advice they contain, but none represent official Commission directions, rules, or policies.

This publication is part of a set of four volumes:

- **Volume 1: Establishing and Sustaining Effective Connections**
  - Building New Partnerships for Learning
  - State, Regional, and National Initiatives
- **Volume 2: Organizational Effectiveness and Future Directions**
  - Mission, Planning, and Organizational Change
  - Quality Improvement in Higher Education
  - Using New Technology to Enhance Student Learning
  - Effective Learning Environments
- **Volume 3: Promoting Student Learning and Effective Teaching**
  - Developing and Sustaining a Culture of Assessment
  - Assessment Processes
  - Assessment Tools and Measures
  - General Education: Assessing Outcomes, Reforming Programs
  - Assessing and Supporting Effective Teaching
- **Volume 4: The Self-Study Process for Commission Evaluation**
  - Self-Study and Commission Evaluation: Coordinating the Self-Study
  - Self-Study and Commission Evaluation: Practical Advice
  - From the Eligibility Process through Initial Evaluation

© Entire contents copyright 2003 by The Higher Learning Commission of the North Central Association of Colleges and Schools. Additional copies of this publication can be ordered from: The Higher Learning Commission: 30 North LaSalle Street, Suite 2400, Chicago, Ill 60602; e-mail: pubs@hlcommission.org. Price: $15.00 per volume; complete set (four volumes) $50.00.

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools
NCA

THE HIGHER LEARNING COMMISSION
a commission of the
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602
(312) 263-0456 (800) 621-7440
fax: (312) 263-0460
web site: www.ncahigherlearningcommission.org

A Collection of Papers on Self-Study and Institutional Improvement

Volume 1: Establishing and Sustaining Effective Connections

Contents

Foreword v

Preface vi

Chapter 1. Building New Partnerships for Learning 1

Developing the ABCs of Successful Partnerships
Linda L. Baer, Minnesota State Colleges and Universities, and Ann Hill Duin, University of Minnesota, Minneapolis 3

Outsourcing General Education: Specialized College and Liberal Arts University Partnership
Vickie Donnell and Sue Rollins, Drury University 6

Mowing Through Turf Battles to Increase AA Degree Access
David Hellmich and Larry Lundblad, South Central Technical College; John Parham and Kathleen Trauger, Minnesota State University, Mankato 10

Building for the Future: One University's Crusade in Creating a New Partnership for Learning
Douglas N. McMillan and Charles S. Weiner, Southeastern Oklahoma State University; John Partin, Grayson County College 13

The Possibility Network: Creating a Statewide, Technology-Mediated Lifelong Learning Collaborative
LaVerne Ludden, Indiana Wesleyan University and David Wright, Learning Assistant Technologies 21

Partnerships and Adult Learning: Delivering Bachelor's Degree Completion Programs
Tracey S. Hebert, Rochester College 28

Quality Sells: Maintaining Quality In the For-Profit Environment
Jim Patton, National Technological University; Paula Peinovich, Walden University; Paula Singer, Sylvan Learning Systems; and Kathy Winberry, Canter and Associates 32

Building on Our Strengths Together: Secondary and Postsecondary Partners
Debra Cox and Mary J. Steeno, Ferris State University 35

FIPSE Partnerships with Four Universities to Replicate Academic Support Model
John Kowalczyk and Joan Totten, Ferris State University 39

A Better Society through Prison Educational Programming
Kari Lenort, Marty Shepard, and Jan Waller, Riverland Community College 41

Assessing the Impact: The AAHE-HLC Collaborative Workshop Project
Kelly Funk, Michigan State University 44

Creating an Institutional Culture of Collaboration
Marguerite Bennett, Mount Vernon Nazarene University 49

Building the Essential Partnership: Organizing for Student Engagement
Jack P. Calareso and Richard E. Farmer, Ohio Dominican University 52

Chapter 2: State, Regional, and National Initiatives 55

The Vocabulary of Student Outcomes: Razing the Tower of Babble
Trudy Bers, Oakton Community College; Norval L. Wellsfry, Cosumnes River College; T. Dary Erwin, James Madison University; Trudy Bant, Indiana University-Purdue University at Indianapolis 57

Engaging in Measures of Student Engagement: Using NSSE Data to Build a Shared Understanding of Assessment and Institutional Priorities
Kathleen Carlson, Christopher Chalokwu, and Steven Murphy, Saint Xavier University 59

Benchmarking Community College Instructional Costs and Productivity: The Kansas Study
Jeffrey A. Seybert, Johnson County Community College 63

From Silos to Circles: Changing the General Education Concept
Deborah Daiek, Shirley Dixon, and Cheryl Hawkins, Schoolcraft College 65

Integrating, Documenting, and Assessing Success Skills
Larry Coon and Stephen Davis, Hocking College 68

Foreword

It can be argued that the word "partnership" should be used cautiously and with care. After all, it does have a specific legal meaning about a shared, contractual business venture. The theme of this 108th Annual Meeting program was chosen with a much broader appreciation for the term: through partnerships "partners" share a common activity or interest. In fact, this *Collection of Papers* is testimony that both types of partnerships are growing in importance to our membership.

We claimed in the 1990s that higher education was undergoing a major transformation. Technology fueled much of the change. So also did the changing demographics of our students. Today finances have come to be another very significant driver for change. Effective learning environments demand more and more use of technology; services to diverse students require a richer array of programs and support services; at the same time funds from states dwindle and investment portfolios fail to perform. If higher education is going to meet growing demands, it inevitably must turn to new and different organizations to help share the design, support, and costs. New business partnerships, some among colleges and universities but many with private corporations, come into play. These are, in fact, partnerships in the legal, contractual understanding of the word. We need to know more about these, to identify what the appropriate quality assurance interests might be in them, and to disseminate best practices in them. Several of the papers presented in this *Collection of Papers* give us significant help in all these matters.

We have an even larger growth of partnerships that emerge from sharing of common interests. How do colleges and universities work together and with the K-12 sector to create effective educational pathways for students? How do groups of institutions create ways to share the endeavors of creating effective e-Learning courses and programs? What issues must be solved for two or more colleges to create a shared degree or a shared set of student services? These types of partnerships figure prominently in many papers in these volumes.

Accreditation is really a tremendous exercise in creating partnerships as well. Within any given college, the success of a self-study process engages the Commission, the self-study team, and all the constituents of that college. The Commission's peer review processes depend on the willingness of its members to share the talents of site visitors and decision-makers. The Commission strives to build and maintain good relationships with state and federal governments also concerned about the quality of colleges and universities. Several of the papers in these volumes speak to these partnerships.

A considerable number of papers focus on two major Commission projects involving partnering with affiliated institutions. AQIP constitutes the most path-breaking experiment in recasting accrediting relationships, relationships of institutions to the Commission and institutions to each other. From these essays we learn about the power of this new approach. Effective and meaningful assessment of student learning still stands as an unmet goal of many colleges. These essays are the richest collection to date of accounts of the successful efforts of some institutions to create a new culture supportive of assessment.

Last, but not least, with the adoption this February of the new Criteria for Accreditation, the Board of Trustees not only integrated institutional and business partnerships into accreditation standards but also challenged its affiliated organizations to focus on the future, on their support for learning, on their connectedness, and on their attention to their own distinctivenesses. Not many papers in this volume speak to directly to this new partnership meant to "serve the common good by assuring and advancing the quality of higher learning." But discussion about it will be central to the Annual Meeting itself and the fruits of the new partnership inevitably will fill pages of future editions of the *Collection of Papers*.

Steven D. Crow
Executive Director

March 1, 2003

Preface

On behalf of the Commission, I am pleased to present the 2003 edition of the Collection of Papers on Self-Study and Institutional Improvement. Now in its nineteenth year, the Collection of Papers has moved beyond a supplement to the Meeting presentations to be a remarkable resource throughout the year for all who are interested in issues of higher education quality. We are grateful to our speakers for their generous contributions to the work of the Commission through these papers as well as through their presentations at the Annual Meeting.

With this edition, the Collection of Papers moves into a new phase of publication. The contributions of our speakers have grown in both number and substance. Topics once addressed in two or three papers, are now featured in twenty or more. It is no longer practical or useful to publish these papers in a single volume. Therefore, this Collection is presented as follows:

> **Volume 1. Establishing and Sustaining Effective Connections** flows from the theme of this year's meeting, providing a wide variety of examples of new partnerships being forged by higher learning organizations and highlighting some state, regional, and national initiatives.
>
> **Volume 2. Organizational Effectiveness and Future Directions** focuses on the relationships among mission, planning, and organizational change; quality improvement in higher education, including a number of papers from institutions participating in the Commission's Academic Quality Improvement Project; the various challenges and opportunities offered by technology; and the role of effective learning environments in achieving institutional goals.
>
> **Volume 3. Promoting Student Learning and Effective Teaching** features three chapters on the role of assessment in the improvement of student learning; a fourth chapter is devoted to assessing and reforming general education; the fifth chapter focuses on assessing and supporting effective teaching. For the fourteen years of the Commission's Assessment Initiative, the Collection of Papers has highlighted institutional efforts to assess student academic achievement. It is important to note that discussions of assessment efforts are not limited to this volume, but appear in numerous papers throughout the four volumes.
>
> **Volume 4. The Self-Study Process for Commission Evaluation,** offers useful advice on organizing and conducting self-study and undergoing a team visit based on actual experience; it includes one case study on seeking and attaining initial status with the Commission.

Producing a book of this size in five weeks requires significant team effort. Special thanks are given to the following individuals who made the 2003 Collection possible: Larissa Kessler, for her help in processing initial submissions and preparing files; Sybil Sosin, for her valuable editorial assistance; Gerald Van Kollenburg, for his extraordinary assistance with the layout, particularly the charts and graphics; Kathleen Herring, for the beautiful cover designs; and Aaron Marsh of Honi Graphics, for always getting the book printed in time for the Meeting.

The Commission invites your comments about the Collection of Papers and welcomes your suggestions for future topics for the Annual Meeting program. I hope that you will consider participation as a speaker at a future Meeting. The strength of the Annual Meeting lies in the willingness of our institutions to share their experiences with others. I look forward to seeing you in at the Meeting.

Susan E. Van Kollenburg
Editor
Associate Director for Programs, Publications,
and Member Services

March 1, 2003

Ed. note: The name of the Commission was changed from the Commission on Institutions of Higher Education to The Higher Learning Commission effective January 1, 2001. In their papers, authors may have referred to this organization as the North Central Association, the Commission on Institutions of Higher Education, or The Higher Learning Commission. Information about the name change is available on the Commission's web site: www.ncahigherlearningcommission.org.

8

A Collection of Papers on Self-Study and Institutional Improvement, 2003

Volume 1: Establishing and Sustaining
Effective Connections

Chapter 1:
Building New Partnerships for Learning

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools
NCA

Restructured Expectations: Building New Partnerships for Learning

Program of
The Higher Learning Commission

108th Annual Meeting of the North Central Association

April 13 – 16, 2003 • Hyatt Regency Chicago

Developing the ABCs of Successful Partnerships

Linda L. Baer and Ann Hill Duin

This workshop focuses on the ABCs of successful partnerships. These include *attitude* toward partnerships and the leadership skills required to pursue and sustain them; a *blueprint* for readiness and the development of rules of engagement for partnerships; and a *compact* that delineates the risks and potential return on investment for various partnerships.

The rapidly changing environment in society is cause for higher education to reassess approaches to meeting educational needs. Many key factors are in a dynamic flux, including growing numbers of students, more diverse populations of students, the need for more responsive educational content and modes of delivery, and the dynamic and unpredictable nature of the economy. At the same time that new and pervasive demands face higher education, we are experiencing a shift away from high, predictable public support to increased reliance on tuition and outside funding sources.

To maintain higher education as a public, good, new ways of doing business are in order. This approach to new ways of doing business in higher education requires more understanding of the factors contributing to successful partnerships. As a participant in a recent focus group on the future of higher education stated, "Educational resources will only grow through partnerships with industry."

In *Partnering in the Learning Marketspace* (Duin, Baer, & Starke-Meyerring, 2001), we provided a conceptual framework and initial blueprint for helping institutions better understand with whom to partner (and why and how) for the purpose of establishing an online learning marketspace in support of lifelong learners. Learning marketspaces represent a new paradigm based on the driving factor of meeting learner needs through partnering. Entities partner to create learning environments to better serve students by leveraging their human and fiscal resources. Those involved in the development of learning marketspaces are fueled by a commitment to lifelong learning and an understanding of the strategic importance of partnerships to the current and future relevance of their institutions.

Unfortunately, the capacity to develop and sustain industry partnerships in higher education is inconsistent. Fully half of the partnerships we included in *Partnering in the Learning Marketspace* no longer exist. In part, this is a result of too little attention to the ABCs of successful partnering. Thus, our toolkit for partnerships in higher education includes the components of attitude, a conceptual blueprint, and development of a partnership compact.

Attitude

It has been said that partnering is an "unnatural" act for higher education leaders. The competencies of working with partners, collaboration, and innovation are rarely found in job descriptions for presidents and chancellors in the *Chronicle of Higher Education*. In a review of 127 executive positions from early 2000, the following were found to be the major themes: managing and developing staff, overseeing fundraising, alumni relations, donor relationships, leading public relations and marketing, overseeing campus functions, and business operations. These themes are focused on the internal functions of the campuses and promoting the campus to the community and sponsors. Of the 127 descriptions, 21 (approximately 16 percent) explicitly stated that they were looking for skills for partnering beyond their campuses.

In a *Fast Company* interview conducted by Polly LaBarre (2000), philosopher Peter Koestenbaum (author of *Leadership: The Inner Side of Greatness*) asks people to "think of leadership as the sum of two vectors: competence (specialty, skills, know-how) and authenticity (identity, character, attitude)." He goes on to state that "the central leadership attribute is the ability to manage polarity" (p. 226).

Based on these three key areas, we have developed a model that examines the ways in which leaders might enhance the overall attitude toward partnerships as well as their ability to foster partnerships in the learning marketspace:

○	Competence	What are the important leadership skills and abilities in the learning marketspace?
○	Authenticity	How do you identify leaders who are genuinely committed to partnering?
○	Polarity	What are the oppositional qualities, ideas, and systems that need to be balanced in the complex environments encountered in partnering?

Table 1. Learning Marketspace (LMS) Leadership Model

Competence	Authenticity	Polarity
Understands institutional cultures and effectively deals with cultural dissonance and technology backlash.	Exhibits emotional intelligence and an internal locus of control.	Sustains existing needed technologies while protecting and promoting disruptive technologies.
Demonstrates technology literacy and uses technologies to communicate and increase his or her accessibility.	Demonstrates values of collaboration, teamwork, and relationships by working with partners and developing leaders.	Promotes competition and actively seeks public and private partners among competitors.
Functions effectively in a multilinear mode and within multiple partnerships and is skilled at networking.	Exhibits transformational leadership through commitment to information sharing and basing decisions on the greater good.	Accelerates global thinking while supporting necessary space-based strategies.

Blueprint

The blueprint for partnerships focuses on readiness. Robinson and Daigle (1999–2000) analyzed a failed partnership in which the California state universities were a partner. They concluded that readiness requires tolerance for undefined boundaries, unfamiliar management practices, new authority relationships, and complex benefits that sometimes are hard to measure. Entering into a partnership is more than cooperating or collaborating; it is a melding of cultures, a merger of the unfamiliar, a new way of life (Duin, Baer, & Starke-Meyerring, 2001, pp. 67–68).

The following blueprint for partnering is a valuable template for developing and sustaining partnerships.

Table Partnership Blueprint

Step	Questions to Address
Vision	What is the greater vision or greater social good?
Description	What is it (i.e., the partnership)? How will it affect my institution?
Beliefs	What are the guiding foundational principles?
Assumptions	What can my institution assume that we can achieve together from this partnership? What will each partner do or be responsible for?
Operations	How will it work? Is it feasible? What are the goals?
Commitment	Are multiple levels committed to it? Are levels of trust and covenants in place?
Collaboration	Are collaboration and cooperation more important than hierarchy and competition? How do you know this?
Risk	Can we tolerate the financial, legal, academic, and/or experimentation risks?
Control	Who has control? Who has the authority? Where are clear lines drawn?
Adaptation	Are we willing to alter the direction, structure, and operations to support the partnership? Can the partners adapt in order to accept and operate in a blended environment of values, purposes, missions, and outcomes?
Return on investment	What is the potential return on the partnership investment? ○ Learners ○ Faculty ○ Campus ○ State

Compact

Finally, what are the clear indications that partners are in for the long haul? While there have been many higher education partnership start-ups in the learning marketspace, few have survived in the past few years. Those that have survived have greatly altered the form and structure of the enterprise. Thus, we conclude with a discussion of the most critical factors required for long-term sustainability of partnerships in higher education. An ongoing analysis of Learning Anytime, Anyplace Partnership grants sponsored by the Department of Education found several common themes in successful partnerships. These include committed leadership, strong communication, an assessment of risk, and a precise plan.

References

Chronicle of Higher Education. 2000. Job descriptions. February 25, April 7, April 21.

Duin, A., L. Baer, and D. Starke Meyerring. 2001. *Partnering in the learning marketspace*. San Francisco: Jossey Bass.

LaBarre, P. 2000. Do you have the will to lead? Interview with Peter Koestenbaum. *Fast Company* 32: 222–226.

Learning anytime, anyplace partnerships. (Unpublished). Current research on FIPSE grants.

Robinson, M., and S. Daigle. 1999–2000. Important lessons from CSU's failed strategic partnership. *Planning for Higher Education* 28(2): 18–31.

Linda L. Baer is Senior Vice Chancellor at Minnesota State Colleges and Universities in Saint Paul, Minnesota.

Ann Hill Duin is Associate Dean at the University of Minnesota in Minneapolis, Minnesota.

Outsourcing General Education: Specialized College and Liberal Arts University Partnership

Vickie Donnell and Sue Rollins

History and Context

The Cox College of Nursing and Health Sciences (CCNHS) serves approximately 450 students on its campus in Springfield, Missouri. Prior to 1995 Cox College had an eighty-seven-year "pre-history" as the Burge School of Nursing, which had established itself, since 1907, as a premier institution of diploma nursing education in southwest Missouri. In 1995, upon becoming CCNHS, the college began offering associate and baccalaureate degrees. Current degree programs at Cox College include the associate of science in nursing (ASN) and the bachelor of science in nursing (BSN), as well as programs leading to certificates in medical transcription and medical coding. The college is an affiliate of Cox Medical Centers (a.k.a. CoxHealth), a comprehensive four-hospital system, with more than fifty regional clinics and a number of other entities. After two years in candidacy status, Cox College received initial accreditation from, what was then the North Central Association, in 2000. In 2002, the National League for Nursing Accrediting Commission (NLNAC) accredited the ASN program; self-study is currently in progress as the college seeks accreditation from the Commission on Collegiate Nursing Education (CCNE) for its BSN program.

Drury University is a 130-year-old private institution with a strong tradition in the liberal arts, offering more than fifty majors and academic programs. The university is comprised of Drury College, a day program for traditional-age students with an emphasis in the arts and sciences, and the College of Graduate and Continuing Studies, which offers master's, baccalaureate, and associate degrees in evening and weekend programs for non-traditional age students. Both of Drury's colleges serve approximately 4,500 students on a main campus in Springfield, Missouri, and at seven satellite locations throughout the state. Drury is a charter member of what is now The Higher Learning Commission, receiving its initial accreditation in 1915.

In 1995 Cox College and Drury University entered into a mutually profitable relationship that enables CCNHS to outsource its general education needs from Drury's full-time and part-time faculty. A glance at Springfield's historic center city district might suggest that this partnership is largely based on proximity (the two campuses have for many years been separated by a matter of blocks and currently meet at each other's boundaries), but proximity is not what has proven critical to this successful partnership. A close look at the mission statements reveals critical insight into the partnership's success. The Cox College mission commits its programs "to excellence within a caring environment conducive to personal and professional growth," which correlates to Drury's commitment "to personalized education in a community of scholars who value the arts of teaching and learning." Further, both institutions share the expressed goals of enhancing student abilities to think critically, communicate effectively, and exhibit personal and social responsibility.

However, beyond campus proximity and shared mission values, the partnership agreement has been secured and continually renewed by the functional benefits accruing to both institutions. The focus of this paper is to elaborate on the unique, transactional, and evolving nature of the relationship between a specialized college and a liberal arts university.

The Partnership

Since the establishment of Cox College of Nursing and Health Sciences in 1995, Cox College has contracted with Drury for access to faculty to teach general education courses. Legal counsels from both institutions developed the contract, which is reviewed annually and open to renegotiation every three years.

The best approach to understanding the contract, and the corresponding success of the partnership it maintains, is to examine its four key components: (1) shared locations and student services; (2) the process of requesting, selecting, and compensating general education faculty; (3) the integration of general education faculty into the Cox College community; and (4) oversight and evaluation of the partnership agreement.

1. Shared Locations and Student Services

Other than natural science courses that require laboratories, all courses are taught on the Cox College campus. The current contract includes the use of laboratories for human anatomy, human physiology, and microbiology in Drury's Trustee Science Center. This newly opened, $23 million dollar science facility has twenty state-of-the-art lab classrooms, sixteen of which were designed to blend a variety of teaching styles by emphasizing hands-on experiments to illustrate scientific methods and reasoning.

The partnership agreement also secures the availability of services from Drury's Career Center for Cox College students. These services include, but are not limited to, career counseling, resume service, and job search strategies. Although Cox College students have always had access to the writing center on the Drury campus, the most recent contract revision has provided for writing center staff to be available as a resource on the Cox College campus.

2. The Process of Requesting, Selecting, and Compensating General Education Faculty

Both institutions cooperate in the following process to ensure retention of the highest quality general education faculty. Initially, Cox College tells a liaison at Drury which classes are needed on the upcoming semesters' tentative schedule of courses. The liaison, in coordination with Drury's dean of graduate and continuing studies and appropriate department heads, selects and refers faculty to Cox College. Referred faculty may be full-time from Drury's day college or, more often, part-time from the College of Graduate and Continuing Studies.

Both full-time and part-time faculty at Drury undergo the scrutiny of individual department heads, the dean of academic affairs, and the dean of graduate and continuing studies. Following administrative and departmental approval as well as the approval of all curriculum vita credentials, candidates for teaching positions must participate in orientation programs at both Drury and Cox College.

At Cox College all referred general education faculty meet with both the vice president for administrative services and the chair of the department of nursing for a full orientation to the ASN and BSN programs. In addition to learning about the campus, the library, computer services, instructional technology, and reserved office space, referred faculty members are given a clear understanding of the relationship between the institutions. Particular emphasis is given to the Cox College philosophy of general education and how targeted general education outcomes coalesce with the overall goals and assessment of the programs' curricula.

Finally, general education faculty at Cox are contracted and paid according to current Drury University salary guidelines and receive benefits afforded them through their Drury faculty status. General education faculty are also allotted office space on the Cox College campus, voice mail and computer lab access, Internet and e-mail accounts, and reduced rates at CoxHealth fitness centers and cafeterias.

3. The Integration of General Education Faculty into the Cox College Community and Its Programs

Although faculty members who are teaching general education courses are considered adjunct faculty of Cox College, there is a high degree of integration between the adjuncts and full-time faculty and, tellingly, minimal faculty turnover. Written semester evaluations, conferences, course evaluations, and interviews conducted by visiting accreditation teams have consistently shown that general education faculty members find it both challenging and fulfilling to teach a classroom of students who are unified by a single area of professional interest. General education faculty participate on Cox College committees and accreditation teams, and in curricular and extracurricular activities such as the college-wide participation in the local United Way "Day of Caring," the annual diversity awareness event, and town hall meetings held each semester. In addition, Drury University hosts a general meeting of all general education and nursing faculty in the spring semester. At this working luncheon, all faculty members share insights and experiences in an open forum. While this session is not an appropriate forum for decision making, pertinent issues are advanced to the appropriate committee of the department of nursing, or a task force is formed to further study a topic.

4. Oversight and Evaluation of the Partnership Agreement

The contract provides for its own administration and continual expansion. Specifically, the contract establishes a partnership council composed of administrative and faculty representatives from Cox College and Drury University. The primary directive of this council is to "oversee the partnership agreement, providing evaluation and coordination of existing activities." Importantly, the council is also responsible for exploring "further mutually beneficial opportunities."

As previously mentioned, a liaison oversees the agreement from the Drury University perspective. The liaison serves as an ex-officio member of the Cox College board of trustees and is frequently present on the Cox College campus. In addition, the liaison assists the chair of the department of nursing in the annual appraisal process for all general education faculty, which includes a conference and written documentation. Subsequently, the chair makes a recommendation for continued adjunct status.

Benefits of the Partnership for Cox College Students

Specialized colleges often do not provide general education courses. Instead, many require students to take general education courses prior to enrolling in the professional program. As a result, students commonly experience a disconnect between their liberal arts courses and the nursing courses required for the professional program.

With outsourcing, students are able to enroll directly into the professional program. This provides the opportunity to immediately interface with general education faculty as well as professional faculty who serve as their academic advisers. In every semester of both the ASN and BSN programs, students have ready access to the knowledge and expertise of both nursing and liberal arts faculty within the confines of the specialized college; thus, students are "connected" to their chosen discipline of study from the time of initial enrollment. This aids greatly in the retention of students and fosters an initial bond that mitigates the potential of disinclination to continue studies and enter the profession. Another advantage is that students feel a sense of matriculating through a unified program from "day one to diploma."

The chair of the department of nursing meets individually with all adjunct faculty to ensure a unified appearance to all syllabi. Basically, syllabi must reiterate the general education outcomes delineated in the philosophy of general education. Outcomes require every student to demonstrate an improved ability to

- Read with comprehension
- Communicate effectively, both in written and oral forms
- Think critically, using analytical and logical reasoning
- Utilize scientific inquiry
- Demonstrate intellectual awareness of societal functions and responsibilities
- Consider philosophical and/or ethical perspectives
- Value learning as a life-long process

Syllabi for general education courses must also explain how individual course objectives flow from and serve to reinforce these seven targeted general education outcomes and ultimately support the programs' graduate outcomes.

A final benefit of the partnership is that all Cox College students have access to a comprehensive research library on the Drury University campus in addition to the comprehensive health care/medical library on the CCNHS campus. Obviously, sharing a major research library is a benefit to any specialized program, since it would be fiscally impossible to duplicate the wide range of resources necessary to support general education courses.

Benefits to Cox College

Cox College benefits in numerous ways from its partnership with Drury University. The most significant benefits can be summarized as follows.

- Within the growing market of specialized colleges, Cox College has the unique ability to ensure graduate outcomes that reflect both nursing education and a strong liberal arts preparation. The BSN program, for example, requires a humanities elective that can be satisfied with a three-hour course in literary interpretation, music or art appreciation, or a study of western drama. To graduate with a BSN from Cox College, students must also complete courses in philosophy and ethics and in global awareness and cultural diversity. A commitment to the liberal arts is further underscored by the requirement of philosophy for the associate degree. This is highly atypical in ASN programs; however, is seen as crucial to develop critical thinking skills that are necessary and highly valued in today's health care workplace.
- Cox College has benefited greatly from a wider pool of expertise in the liberal arts by having adjunct faculty participate as voting members in standing and ad hoc committees and task forces and in self-study activities essential to accreditation efforts. Direct input of general education faculty is frequently solicited in regard to curriculum development and policy and procedure drafting and revision.
- As stated earlier, Cox College has recently benefited from holding its natural science classes in the state-of-the-art science facility that was completed on the Drury campus in fall 2002.

- General education courses generate revenue that serves to support the historically more costly professional courses.
- In terms of future benefits, Cox College has the opportunity to expand its programs to Drury's off-campus locations; that is, Cox College can develop in regions within an approved proximity where Drury's College of Graduate and Continuing Studies already maintains a stable and respected presence.

Benefits to Drury University

Drury University has also found the partnership agreement to be beneficial. The principal benefits are as follows.

- Outsourcing general education faculty to Cox College generates significant credit hours of instruction for the university. The slightly reduced per credit hour rate afforded to Cox College provides net revenue with minimal additional cost to Drury as facilities, services, and administrative expertise already in place are utilized.
- The partnership allows for the utilization of the Trustees Science Center during evening hours when the facility would not otherwise be occupied.
- Just as Cox College has benefited from having full access to a major research library, Drury's College of Graduate and Continuing Studies has benefited from an affiliation with health-related programs that are equally impossible to duplicate on its own campus due to an inability to provide clinical facilities and comparable practice sites for students.

Summary and Conclusion

The purpose of this overview is to provide essential, practical information to specialized institutions regarding ways to successfully use outsourcing to provide general education offerings to students of specialized professional programs. Likewise, it serves to inform liberal arts institutions with possible interest in marketing general education to specialized colleges.

Since its earliest days, Cox College has received commendation for its outsourcing approach. The report of the evaluation team visit (1997) for initial candidacy stated:

> The arrangements whereby Drury College provides the necessary general education programming required in Cox College's degree programs are highly collaborative, curricularly integrative, and collectively managed and assessed....The resulting general education curriculum is both strong and comprehensive. (p. 61)

This was reiterated in the 1999 evaluation report when the team visiting for the granting of initial accreditation reported: "The unique and close collaborative association between Cox and Drury Colleges is a special asset of the College....this relationship accords for other interactions in the future" (p. 23).

Professional accrediting bodies have likewise viewed the partnership favorably. The NLNAC site visit team that visited the campus in spring 2002 recognized the partnership as a major factor in one of four identified areas of outstanding practice. In its identification of human and learning resources as a pattern of strength, the visiting team identified the "partnership with Drury University" as a predominant contributor to the associate degree program's excellence.

Similarly, on its home page <http://www.coxcollege.edu>, the Cox College experience is described as a

> unification of general education and discipline-specific courses to create a well-balanced educational experience with emphasis on correlation of theory and clinical practice. Through its programs, the College pursues its purpose to provide caring, competent graduates who value life-long learning and intellectual inquiry as a means to grow personally and professionally.

Ultimately, Cox College students are the prime beneficiaries of the outsourcing approach. Early in their educational experience they have access to the diversity of thought that accrues from faculty who have a shared interest in, and appreciation for, both the general education and the professional components of the nursing programs.

Vickie Donnell is Vice President for Administrative Services at Lester L. Cox College of Nursing and Health Sciences in Springfield, Missouri.

Sue Rollins is Director of Special Projects at Drury University in Springfield, Missouri.

Mowing Through Turf Battles to Increase AA Degree Access

David Hellmich, John Parham, Larry Lundblad, and Kathleen Trauger

Introduction

State universities like Minnesota State University, Mankato, have historically been reticent to accept the transfer of credits from technical colleges, and technical colleges like South Central Technical College have historically been reticent to promote non-technical degree options. Minnesota State University, Mankato (MSU,M), and South Central Technical College (SCTC) have restructured internal and external expectations by launching a partnership that gives technical college students access to a collaborative associate of arts degree. Barriers to the transfer of SCTC general education credits have been overcome, resulting in the seamless transfer of these credits.

Transferability of Technical College General Education Courses: Barriers and Solutions

South Central Technical College was first authorized to offer its own general education courses to support its associate of applied science and diploma programs in summer 1999. Before this date and up to fall 2000, MSU,M provided general education courses for SCTC on both of SCTC's Faribault and North Mankato campuses as requested by SCTC, and as the academic departments at MSU,M could accommodate the request. Full-time and part-time faculty from SCTC first taught SCTC's own general education courses in fall 2000. While MSU,M continues to provide some general education courses to SCTC, the vast majority of all general education enrollment is now found in SCTC's courses. In fall 2002, more than four out of every five students taking a general education course at SCTC were enrolled in an SCTC course. Table 1 details SCTC and MSU,M general education enrollment data for fall 2002.

Table 1
SCTC and MSU,M General Education Offerings and Enrollment
Fall 2002

Institution	Course	Fall 2002	
		Sections	Enrollment
SCTC	BHVS100 Family and Personal Relationships	2	62
SCTC	ECON110 Principles of Macroeconomics	1	35
SCTC	ENGL100 Composition	11	262
SCTC	MATH115 Concepts in Mathematics	2	65
SCTC	MATH120 College Algebra	4	91
SCTC	MATH125 Trigonometry	1	5
SCTC	PHIL100 Ethics in Society	5	179
SCTC	PSYC100 Introduction to Psychology	8	194
SCTC	SPCH100 Interpersonal Skills	12	282
SCTC	SPCH110 Public Speaking	10	182
SCTC SUBTOTAL		56	1,357
MSU,M	ART275 Photography	1	14
MSU,M	BIOL100 Our Natural World	1	12
MSU,M	BIOL220 Human Anatomy	2	40
MSU,M	BIOL270 Microbiology	2	45

Institution	Course	Fall 2002	
		Sections	Enrollment
MSU,M	ENG113 Introduction to Prose Literature	1	4
MSU,M	ENVR101 Perspectives in Environmental Science	1	13
MSU,M	ETHN100 American Racial Minorities	1	33
MSU,M	GEOG100 Elements of Geography	1	2
MSU,M	HIST153 War and Peace in the 20th Century	1	11
MSU,M	PHYS101 Introduction to Physics	1	22
MSU,M	SOC101 Introduction to Sociology	1	48
MSU,M SUBTOTAL		13	244
SCTC/MSU,M TOTAL		69	1,601

The transfer of SCTC's general education courses became problematic as soon as the technical college began to offer its own general education courses. Even many public community colleges and state universities within the Minnesota State College and University system were reluctant to accept SCTC general education credits for transfer. SCTC and the other public technical colleges began the slow process of approaching individual community colleges and state universities to argue for the transferability of their general education courses. This process was the only means available to public technical colleges until the Office of the Chancellor for the Minnesota State College and University system intervened.

Staff from the Office of the Chancellor developed an agreement with the two-year college faculty union (Minnesota State College Faculty) and the state university faculty union (Inter Faculty Organization) whereby a small group of discipline faculty from technical colleges, community colleges, and state universities would review general education courses from technical colleges to determine if these courses would transfer within the Minnesota State College and University system. These faculty would judge the transferability of the technical college general education courses by comparing course materials to criteria established within the Minnesota Transfer Curriculum; see <http://www.mntransfer.org> for detailed description of the Minnesota Transfer Curriculum. Discipline faculty from technical colleges, community colleges, and state universities gathered for review of proposed technical college general education courses twice during the 2001–2002 academic year and again in the fall 2002; they are next scheduled to gather during spring 2003. To date, 146 courses from nine public technical colleges have been approved for transfer within the Minnesota State College and University system; see <http://www.mntransfer.org/MnTC/review/reviewpreamble.html> for details. Table 2 presents SCTC's approved general education courses and the Minnesota Transfer Curriculum emphasis area(s) for which each course has been approved.

Table 2
SCTC General Education Courses
by Minnesota Transfer Curriculum Emphasis Area

Emphasis Area 1	Communications	ENGL 100 Composition, 4 credits SPCH 100 Interpersonal Skills, 3 credits SPCH 110 Public Speaking, 3 credits SPCH 120 Small Group Communication, 3 credits
Emphasis Area 2	Critical Thinking	SPCH 120 Small Group Communication, 3 credits
Emphasis Area 4	Mathematical/Logical Reasoning	MATH 120 College Algebra, 4 credits MATH 115 Concepts in Mathematics, 3 credits MATH 125 Trigonometry, 3 credits
Emphasis Area 5	History and the Social and Behavioral Sciences	BHVS 100 Family and Personal Relationships, 3 credits ECON 110 Principles of Macroeconomics, 3 credits PSYC 100 Introduction to Psychology, 4 credits
Emphasis Area 6	The Humanities and Fine Arts	ENGL 120 Human Diversity and Literature/Film, 4 credits ENGL 130 World Literature/Film, 4 credits HUM 110 Global Humanities, 4 credits PHIL 100 Ethics in Society, 3 credits
Emphasis Area 7	Human Diversity	ENGL 120 Human Diversity and Literature/Film, 4 credits

Emphasis Area 8	Global Perspective	ENGL 130 World Literature/Film, 4 credits HUM 110 Global Humanities, 4 credits
Emphasis Area 9	Ethical and Civic Responsibility	PHIL 100 Ethics in Society, 3 credits

An Opportunity to Increase AA Degree Access

As a technical college SCTC is not authorized to offer an associate of arts degree, but its ability to offer truly transferable general education courses has afforded the opportunity to increase students' access to such a degree. In August 2001, SCTC and MSU,M entered into an intra-agency agreement for the purpose of providing a clear mechanism to facilitate the transfer of general education credits from SCTC to MSU,M for students desiring to earn a degree in the associate of arts (liberal studies) program. For nearly a year faculty and staff worked through a myriad of low-level and high-level issues between the two institutions and between the institutions and the Office of the Chancellor, and the MSU,M/SCTC collaborative AA degree was launched in May 2002. To date, more than one hundred students are registered in this new degree option.

Students interested in the MSU,M/SCTC collaborative AA degree must apply to and be accepted at both MSU,M and SCTC. Half of the degree's sixty-four credits may be earned at SCTC and the other half at MSU,M. Students denied admission to MSU,M are advised to take twenty-four general education credits at SCTC and then to reapply for admission to this program. Students must satisfy all of the applicable MSU,M graduation requirements, including the general education/Minnesota Transfer Curriculum requirements, and at a minimum the last twenty semester credits have to be earned from MSU,M. Technical credits will not transfer into this degree program.

Since SCTC may not provide traditional financial aid to non-technical program students, for financial aid purposes MSU,M is the home institution. Students must request a consortium agreement for courses from SCTC. Students register for classes with each institution and pay the respective institution's tuition rate. Advising and marketing are handled jointly by SCTC and MSU,M.

David Hellmich is the Dean of Instruction at South Central Technical College in Faribault, Minnesota.

John Parham is the Director of the Center for Continuous Learning at Minnesota State University, Mankato.

Larry Lundblad is the Senior Vice President of Academic Affairs at South Central Technical College in Faribault, Minnesota.

Kathleen Trauger is Co-Director, Center for Continuous Learning, Minnesota State University, Mankato.

Building for the Future: One University's Crusade in Creating a New Partnership for Learning

Douglas N. McMillan, Charles S. Weiner, and John Partin

Higher education, as we know it today, is under great pressure to produce quality programs that are competitive not only within defined areas, but also in areas that cut across geographical boundaries and regions. Southeastern Oklahoma State University (SOSU) began its sojourn in higher education in 1909 as Southeastern Normal College. Its mission back then was to produce quality teachers who would receive lifetime certificates to teach in Oklahoma. Over the past ninety-three years Southeastern has evolved into a regional university that offers forty-five baccalaureate degree programs and five master's degree programs. Southeastern's current mission states:

> Southeastern Oklahoma State University will provide an environment of academic excellence that enables students to reach their highest potential. By having personal access to excellent teaching, challenging academic programs, and extracurricular experiences, students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning.

Consistent with Southeastern's mission and regional focus, the university concentrates on achieving the following objectives:

For students Southeastern will:

1. Provide an opportunity to succeed through a challenging, learner-centered academic environment
2. Offer an undergraduate foundation in the liberal arts and sciences, with an emphasis on integrating critical thinking, communication skills, and appropriate technological applications into the curriculum across all disciplines
3. Provide a general education program that familiarizes students with major areas of scholarship
4. Provide professional, academic, and career-oriented undergraduate and graduate programs to meet the changing needs of the workforce
5. Provide an environment for nonacademic experiences, which fosters the development of personality, social living, and effective citizenship
6. Present a system of governance that provides reliable information and, as appropriate, involves the students in the decision-making process
7. Actively recruit traditionally underrepresented students and offer scholarship programs to attract students of various socioeconomic and academic levels

For the faculty and staff Southeastern will:

1. Provide opportunities for professional development
2. Use assessment to improve student learning and effective teaching
3. Adhere to well-defined organizational structures, policies, and procedures
4. Adapt to a changing higher education environment
5. Administer a system of shared governance that provides dependable information to the institution's constituencies
6. Nurture a campus community responsive to the needs of a diverse population

For the region Southeastern will:

1. Provide in-service instruction for educators and other professionals needed to make Southeastern competitive in national and world markets

2. Continue its historical preparation of quality educators for Oklahoma
3. Provide advanced graduate studies and research in areas of particular strength and need for the region and the state of Oklahoma
4. Provide opportunities for global awareness
5. Share human, academic, and technological resources with schools, industries, and public agencies through economic development, partnerships, and outreach activities
6. Serve as a cultural, artistic, and information center

The major emphasis at Southeastern continues to be a quality undergraduate education. The university offers an array of baccalaureate-level programs that prepare students for a changing society. In addition, selected graduate-level programs are provided to serve the needs of the region. In fulfilling its mission, Southeastern fosters the region's cultural opportunities, economic growth, environmental quality, and scientific and technological progress, as well as social and personal well-being.

On July 1, 1997, Glen D. Johnson became Southeastern's sixteenth president. One of his first acts was to initiate a strategic planning process. Vision 2002 became the blueprint for Southeastern not only to maintain its excellence in academics, but also to grow as an institution and, as the vision statement says, to become the university of choice for quality higher education in southern Oklahoma and northern Texas. In its strategic plan the university promotes an aggressive and effective response to changing technologies, economics, and demographics. In part, Southeastern will promote collaboration throughout our greater university community. Penson (1998) noted that strategic visioning is a special challenge. It represents a special moment and a rare opportunity to impact our university over the next five years. He contends that there is a special challenge that "requires heightened creativity from our best minds, keenest intellects, and 'out of box' thinkers"(p. 1).

As Southeastern moves forward in its thinking, a paragraph in Penson's (1998) article reflects exactly what the university is trying to accomplish.

> This is the time to overcome the natural, built-in inertia that characterizes virtually all colleges and universities: the time for us to be pathfinders, explorers, and free thinkers. The paradox is that when faced with the opportunity, we academics are remarkably creative. This phase of visioning is our rare opportunity to advance the institution so it can respond most effectively to the public it will be serving. This is the moment when we plan to overcome our competition, and avoid dangers of stagnation. More positively, without losing the values of classical knowledge or foundations of liberal arts and sciences, we create alternative constructs that house our future. (p. 1)

Five goals were established in Vision 2002: marketing; enrollment; renovation/expansion; technology resources; and collaboration. The collaboration goal for Vision 2002 was that by the year 2001 Southeastern would implement a process that promotes collaboration among disciplines and external constituencies through research development and academic innovation.

It was felt that developing strong collaborative projects and partnerships was essential to the long-term viability and survival of the institution. Southeastern is a relatively small institution located in a primarily rural area. In order to build enrollment, the institutional boundaries have to be flexible. More specifically, Southeastern had to be in a position to expand and serve its regional population base wherever it existed in the most accessible manner possible. In an effort to accomplish this goal, Southeastern has a history of developing partnerships, which have increased enrollment. One example of a very successful partnership has been with Tinker Air Force Base in Oklahoma City. Southeastern delivers an undergraduate and a graduate aviation program, which has an average enrollment of approximately 150 students each semester.

Historically, Southeastern derives it student headcount from a ten to twelve county region that encompasses southern and southeastern Oklahoma. Approximately 2,493 students (62 percent) come from this area. Another 569 students (14 percent) comes from the rest of the state of Oklahoma, and 893 students (22 percent) come from outside the state. An area that has exploded in population over the past ten years, and has contributed to the growth of Southeastern, is a region known as Texoma. This is a corridor that stretches from Bryan County, where Southeastern is located, to Dallas, Texas (roughly ninety miles to the south). Two Texas counties are contained within this corridor: Grayson County, with the two major metropolitan areas of Denison and Sherman, and Collin County, with the major communities of McKinney and Plano. Grayson County, Texas, is separated from Bryan County, Oklahoma, by the Red River. It has a population of 112,956 people. The population of Grayson County grew 1.4 percent in 2001 and 7 percent in 2002. Collin County, which borders Grayson County and Dallas County, saw its population grow 9.5 percent in 2001 and 3.2 percent in 2002, to a total of 555,939 people. The two counties have a combined population of approximately 668,895 people. The communities, especially in Grayson County, are closer to Southeastern than to any four-year institution in Texas. Over the past ten years Southeastern has provided incentives such as fee waivers and reduced tuition to attract students from these two Texas counties. To a point, the university has been successful. We have been able to increase our enrollment from these two counties to 350 students. However, a rare opportunity for continued growth has recently presented itself.

The Beginning

In 1998, the planning team for Grayson County College (GCC), located in Denison, Texas, noted that the services offered to the citizens of Grayson County were limited due to the lack of a public four-year institution in the area. There are five public universities in the north Texas/southern Oklahoma area; however, none in Texas are within a one-hour drive of the GCC campus. The closest is Southeastern Oklahoma State University, which is located twenty-five miles north of the GCC campus. The planning team, through a needs assessment of its students, discovered that a lengthy commute would make it difficult for their students to continue their education. To meet the needs of the residents of the county, the planning committee elected to develop partnerships in which the surrounding universities would offer classes for selected majors on the GCC campus.

Three colleges, two in Texas and Southeastern, were approached for a possible partnership with GCC. Only Southeastern expressed interest in pursuing this relationship. A team of administrators from GCC presented the proposal to the administration at Southeastern in spring 1999. The first meeting included both presidents. After the initial meeting, both presidents agreed that the partnership would be beneficial to both institutions, and a series of meetings followed to map out the logistics of making this work.

The Odyssey Begins

Administrators at both institutions understood the "big" barrier involved in the development of this partnership. It is simply known as the Red River. The Red River is the boundary that separates Oklahoma from Texas. The differences began immediately: These were two institutions of higher education, each located in a different state, under the auspices of different accrediting agencies and different governing entities. Oklahoma colleges and universities receive their accreditation from the Higher Learning Commission. Texas colleges and universities receive their accreditation from the Southern Association of Colleges and Schools (SACS). Southeastern is responsible to two coordinating boards: the Board of Regents of Oklahoma Colleges and the Oklahoma State Regents for Higher Education. Grayson County College reports to their Board of Trustees and the Texas Higher Education Coordinating Board, the Community College Division. It is important to note that the request for this partnership went to the Texas Higher Education Coordinating Board's four-year institution section. Having to go to a different section within the hierarchy of the coordinating board created an additional barrier, which was not anticipated.

The Approval Process

For this partnership to work, the following entities, in order of approval, either have given, or still need to give, their imprimatur to the partnership:

- Grayson County College Board of Trustees—approval granted
- Board of Regents of Oklahoma Colleges—approval granted
- Oklahoma State Regents for Higher Education—approval granted
- Texas Higher Education Coordinating Board—third edition of application has been submitted, approval pending
- Southern Association of Colleges and Schools—waiting for approval from the Texas Coordinating Board
- The Higher Learning Commission—the last step, waiting for approval from the other two agencies

A great disservice would be done if the paper gives the impression that it was easy to get approvals from the appropriate governing boards. Southeastern's administration attended the Grayson County College Board of Trustees meeting and made a presentation. The Board of Regents of Oklahoma Colleges is the direct governing agency over Southeastern. A presentation was also made to this board. The presentations to the two boards were the culmination of many hours on the phone, faxes, e-mail messages, and other communications that kept them apprised of the progress.

The first glitch occurred with the approval of the Oklahoma State Regents for Higher Education. In the state of Oklahoma this board has final authority over all new programs, branch campuses, and higher learning centers. In the beginning the chancellor (of Higher Education) and his staff were very passive. Only after they realized the seriousness of this project did they take a more aggressive approach. Over a series of months, after with many conversations, e-mail messages, and so on, did the final proposal to offer programs at Grayson County College go the Regents for approval. The table of contents will give the reader an overview of what went into this nineteen-page proposal.

Table of Contents

I. Response to the OSRHE Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs
    A. Location and Students to Be Served
    B. Evidence of Student and Employer Need
    C. Avoiding Unnecessary Duplication
    D. Appropriateness of the Proposed Technology
    E. Faculty
    F. Support Resources
    G. Accessibility to Students Services
    H. Provisions for appropriate real-time or delayed interaction between faculty and students and among students
    I. Plans to ensure the integrity of the student work and the credibility of degrees and credits awarded
    J. Provisions to ensure the advertising, recruiting, and admission materials clearly and accurately represent the programs and the services available
    K. The cost and funding of the proposed programs
II. Responses to the OSRHE Policy and Procedures Pertaining to Off-Campus Programs and Courses
    A. Availability of Credit
    B. Academic Standards
    C. Institutional Evaluation

III. Response to Miscellaneous Concerns Regarding the Policy and Procedures Pertaining to Off-Campus Programs and Courses

Appendix. Estimated Cost

It took months for the proposal to reach its final form. This proposal was submitted often, and returned for corrections and additions. There were the inevitable questions about why we were doing this. Hours of research went into the document. Justifications were explained for all three policies that had to be addressed. After many months of working closely with the chancellor's staff, the proposal finally went to the Regents, and they approved it.

The Texas Higher Education Coordinating Board

We knew from our opening conversation with the coordinating board staff member that this was going to be our toughest sell. Looking at it from their point of view, here is a university from another state trying to nest in Texas; get Texas students and Texas money; and take Texas students away from other in-state four-year institutions. This seems to have hit the right nerve in a border war.

The opening salvo was fired by the Texas Higher Education Coordinating Board. We received a thirty-three-item questionnaire. It was a daunting task to complete it. One of the problems was that we were up against a self-imposed time limit. It became readily apparent that the designated time to begin this partnership was unrealistic. This questionnaire required the three authors of this paper be involved in answering the questions. Three editions of the application have been prepared, one in 1999, another in 2000, and the latest edition, which was completed and sent on December 1, 2002. The previous two editions were sent back with numerous requests for additional information. With the submission of the 2000 edition, three two-inch binders were put together to answer question 10 (see questionnaire below). The Texas Coordinating Board wanted these two-inch binders reorganized and presented in tabular format. The tables included the following information: course number; course name; professor/instructor; highest degree with academic institution; when the course is offered; course objectives; years of experience at Southeastern; years of experience at other institutions; professional associations; major research and scholarship; times five programs. Obviously these tables required extensive research to pull the information together, and then to get it in a format that was acceptable to the coordinating board.

The 2002 edition of the application runs 108 pages. The table of contents includes

- The joint letter from Grayson County College and Southeastern Oklahoma State University
- Board of Regents of Oklahoma Colleges
- Executive officers of the university

- SOSU application to establish a branch campus at Grayson County College (included the responses to the thirty-three required questions)
- Appendix A—Signed Agreement
- Appendix B—Faculty Evaluation of Grayson County College's Library
- Appendix C—Information on the Trans-Amigos Express Courier System
- Appendix D—Participating Grayson County College Faculty
- Appendix E—GCC/SOSU Articulation Agreement
- Appendix F—GCC/SOSU Program to Program Articulation Guide

The questionnaire and the answers were by far the most detailed part of the application. To get a true understanding of the requirements of this document, one needs to be able to see and read the questions that were asked:

1. Programs to be offered, starting date, and location of the operation in Texas
2. Accreditations held by Southeastern
3. Current or expected headcount at the site
4. Current or expected full-time equivalent at the site
5. The chief executive officer at the site
6. Chief academic officer at the site
7. Remaining institutional officers at the site
8. Describe the relationship, responsibilities, and chain of command between the officers at the site and the main campus.
9. Faculty at the site are
10. If applying for an undergraduate program, show evidence that at least 25 percent of all semester credit hours are being taught at the site by faculty with doctorates or other terminal degrees.
11. List the name, objectives, and courses to be taken each semester for each major to be offered. Identify which courses, if any, are offered by any method other than organized classes. Supply the course description of any course not listed in the catalog.
12. List the name, location, and accreditation of any institution providing course work for the program by agreement or contract. Provide a copy of the agreement.
13. If credit is given for prior learning outside formal collegiate courses, explain the method or methods of evaluating that learning. Include a description of the faculty's involvement in the process.
    - Validation
    - Grading
    - Advanced standing exam
    - CLEP testing
    - Advanced placement program
    - Credit for military/training
    - ACE college credit recommendation service
    - Correspondence study
    - Maximum credit
14. Number of books available on site
15. Number of periodicals available on site
16. Other library materials catalogued and available for use by students at the site is
17. Library space
18. Librarian on site
19. List the name of providing institution, location, and distance from site of any institution providing use of library resources to the site. Include a copy of the written arrangement in an appendix.
20. The library of Grayson County College was evaluated by our faculty on (date) and found to be appropriate for the programs to be offered.
21. Student usage of library

22. Miles that separate the two institution of higher education 23. Describe the facilities at the site (excluding dormitories or other student housing). Include the number of buildings, total square footage of each, number and type of classrooms and square footage of each, and number of offices and other space and square footage of each.
24. Describe the maintenance and protection of academic records by the institution at the site.
25. The institution's catalogs.
26. Describe the program of academic advising provided by the institution at the site. Include a description of what is provided in the areas of orientation, academic counseling, personal counseling, career planning, placement assistance, and testing services.
27. Describe the program of health services and education provided to students at the site.
28. Describe the student housing operated or controlled by the institution at the site. Include the total number of buildings, the total square footage, capacity, and actual occupancy of each building; number of rooms, including their capacity and square footage, and any auxiliary rooms and their square footage.
29. Submit evidence that the institution is in compliance with the Texas Education Code, Chapter 132 Proprietary Schools.
30. Report and explain if your institution, or any faculty or item of equipment of your institution, has ever been cited by a government agency for being out of compliance with any law or for being unsafe, inadequate, or inappropriate.
31. Describe the institution's activities in advertising the institution and its programs and in recruiting students at the site.
32. Report and explain if your institution, or any officer of your institution, has ever been cited by a government agency for false, deceptive, misleading, or unfair practices of any type.
33. Budget, costs, and funding of the proposed program.

The 2002 edition of the questionnaire was mailed to the Texas Higher Education Coordinating Board in December 2002. The staff member with whom we have been working informed us that the process for approval could take up to six months. As this article goes to press, the two institutions are waiting to hear if approval will be granted. Even as the approval is pending, the process for the last two, and final, approvals moves forward.

The Higher Learning Commission and the Southern Association of Colleges and Schools

Many colleges and universities that encompass the region for the Higher Learning Commission are located on the border and close to other states. In some cases, such as Southeastern, the neighboring state is in a different accreditation region. Eleven states—Texas, Louisiana, Mississippi, Alabama, Georgia, Florida, South Carolina, North Carolina, Tennessee, Kentucky, and Virginia—participate in the Southern Association of Colleges and Schools (SACS). Oklahoma is in the Higher Learning Commission region, and Texas is in the Southern region. The scope and magnitude of the differences cannot be minimized. As has been stated throughout this paper, Southeastern and Grayson find themselves trying to defend a partnership in their respective areas and regions that is positive in its implications for the people and students of the Texoma region.

To gain final approval in this process requires providing documentation to both the Higher Learning Commission and the Southern Association. The Commission "requires that an institution receive Commission approval when initiating certain institutional changes" (*Addendum*, 2002, p. 42). The Commission determines the appropriate process for reviewing the institutional request through the following variables: clarity of connection between the institution's mission and the change; the history of the Commission's relationship with the institution; the institution's history of successfully initiating change; the scope of the change; the potential impact of the change on the institution; review of the change by other bodies (state agencies, program accrediting bodies); and the strength of the evidence provided in the institution's request that it can effectively initiate the change and evaluate its effectiveness (*Addendum*, 2002, p. 42).

As stated, approval is required to extend accreditation that includes changes in educational sites (Policy I.C.2.c). The changes that necessitate Commission approval are

1. A new site that houses a full range of instruction as well as administrative and support services
2. An instructional site at which the institution provides a degree program(s)
3. An off-campus site at which the institution offers 50 percent or more of the courses leading to one of its degree programs and at which the institution enrolls one hundred or more students (unduplicated headcount) in an academic year
4. Five or more courses a year at an out-of-state site or at an international site. (*Addendum*, 2002, p. 43)

A written request to the Higher Learning Commission begins the approval process. This documentation provides the Commission with the necessary information to approve or deny the request for institutional change. Southeastern must address six questions that the Commission provides in the *Handbook for Accreditation* and on pages 45 and 46 of the 2002 *Addendum*. They are:

1. What is the change being proposed?
    - State the specific change proposed?
    - State the expected outcomes of this proposed change.
    - Project the impact of this proposed change on the institution's current mission, the numbers and types of students to be served, and breadth of the institution's educational offerings.
    - Identify the Commission's policy relevant to this change.
2. What factors led the institution to undertake the proposed change?
    - Describe the relationship between the proposed change and ongoing institutional planning.
    - Describe the needs analysis related to this proposed change.
    - Describe the involvement of various constituencies in developing this proposed change.
3. What necessary approvals have been obtained to implement the proposed change?
    - Identify the internal approvals required and provide documentation confirming these actions.
    - Identify the external approvals required and provide documentation confirming these actions.
4. What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?
    - Identify any challenges directly related to the proposed change.
    - Describe how the institution has addressed the challenges.
5. What are the institution's plans to implement and sustain the proposed change?
    - Describe the involvement of appropriately credentialed faculty and experienced staff necessary to accomplish this proposed change.
    - Describe the administrative structure.
    - Describe how the institution will make learning resources and support services available to students (student support services, library resources, academic advising, and financial aid counseling).
    - Provide financial data/information that documents the institution's capacity to implement and sustain the proposed change (budgets, audit reports, revenue streams, cost of facilities, and projected facility and equipment costs).
6. What are the institution's strategies to evaluate proposed change?
    - Describe the measures the institution will use to document the achievement of its expected outcomes.
    - Describe how the assessment of student learning is integrated into the institution's assessment program.

Southeastern is currently preparing for a comprehensive site visit in November 2003. A chapter in the self-study report will be dedicated to answering these questions. As part of the comprehensive visit, the site team, which will include a representative of the Southern Association of Colleges and Schools, will visit Grayson County College to ensure the that "offerings are appropriate to the institution's mission" (*Addendum*, 2002, p. 43).

The Light at the End of the Tunnel

What can come of this partnership and collaborative effort is a win-win situation for both institutions. It meets the mission and vision of both Grayson County College and Southeastern Oklahoma State University. Both institutions are looking forward to the start of this joint venture.

This article documents the efforts of the two institutions of higher learning to make this happen. For its part, Grayson County College has been an effective partner in overcoming obstacles, roadblocks, and potential deal breakers. Conversations with the GCC president make clear the precarious position the college finds itself in, and the courage it has taken to stand by the decision to make this partnership succeed. The president of Southeastern has never wavered in his commitment. Whenever problems have arisen, he has found the time to discuss them and, when necessary, to meet with the GCC administration. Both presidents work to find solutions to the barriers. This project has required time and effort on the part of two individuals at Southeastern and one at Grayson.

For the first time since the project started, there is light at the end of the tunnel. The final draft of the questionnaire has been sent off. Discussions with our Higher Learning Commission liaison have been ongoing, and there is a dedicated chapter in the self-study in regard to institutional change. Policies and procedures have commenced among the appropriate people. If all goes according to plan and all approvals are in place, Southeastern Oklahoma State University at Grayson County College will begin in the fall 2003 semester.

References

Penson, E. W. 1998. *Constructing alternative scenarios.* Tallahassee, FL: Penson-Strawbridge Research and Consultation Firm.

The Commission on Institutions of Higher Education/North Central Association of Colleges and Schools (NCA/CIHE). 1997. *Handbook of accreditation, 2d ed.* Chicago: NCA/CIHE.

The Higher Learning Commission (HLC). 2002. *Addendum to the handbook of accreditation, 2d ed.* Chicago: HLC.

Douglas N. McMillan is the Associate Vice President for Academic Affairs at Southeastern Oklahoma State University in Durant.

Charles S. Weiner is the Director of Assessment and Coordinator of The Higher Learning Commission North Central Self-Study Report at Southeastern Oklahoma State University in Durant.

John Partin is the Dean of Academic Instruction at Grayson County College in Denison, Texas.

The Possibility Network: Creating a Statewide, Technology-Mediated Lifelong Learning Collaborative

LaVerne Ludden and David Wright

Some History

Early in 2000 the Lilly Endowment invited Indiana Wesleyan University (IWU) to propose a major development program that might be funded by the Endowment. The program was to draw upon the established reputation and knowledge base of the university, be highly innovative in nature, and have the potential to establish a program of distinction for the university.

After several exploratory conversations, including rejection of an initial proposal that the Endowment judged to be insufficiently innovative, it was suggested that the university present a proposal that leveraged its considerable reputation for innovative and successful adult higher education in the state of Indiana. If the university were to mount a program to promote adult learning for the next century, what would it look like?

The IWU president convened a panel of approximately two dozen administrative and faculty leaders to respond to this question. The result was a proposal to create a higher education access infrastructure for the twenty-first century. The proposal was presented to the Endowment in May and funded with $10.6 million in September 2000.

The grant funded a four-year project to be pilot tested in three geographic regions in the state (Indianapolis, Fort Wayne, Anderson/Muncie/Marion). The project came to be known as The Possibility Network—Your Connection to a Lifetime of Learning.

Fundamentally, The Possibility Network (TPN) is an advocacy organization. It exists to promote the idea that life goes better for learners. Individuals have the potential to earn more, engage in more interesting pursuits, and enjoy a greater range of personal and professional options when they are lifelong learners. Companies can make better products, are more able to compete in the global economy, and are more inviting places of employment when they promote learning for their employees. States have a greater ability to sustain a richer and more prosperous life for their citizens when they invest in the infrastructures and institutions that promote and sustain lifelong learning.

In addition to its role as an advocacy organization, TPN seeks to create and deploy an access infrastructure that makes lifelong learning highly visible, easily accessible, and practically manageable for adult citizens of the state. This needs-based orienting logic has driven both the design and the implementation of TPN.

A Needs-Based Orienting Logic

From the outset the project team has sought to make design and implementation decisions on the basis of a needs-based orienting logic. In other words, the team articulated a specific need within the state, then sought to design an access infrastructure that would respond to that need. System design decisions almost always represent compromises between competing claims. Institutional representatives bring their unique perspective and values to the project. Members of the project team bring their personal biases to bear. Software design engineers propose systems that draw upon paradigms important for their design purposes. Therefore, it becomes important to articulate some underlying logic to which these competing claims may be referred as decisions are made. In the case of TPN, the central orienting question for the project has been "What will best serve the needs of the adult lifelong learner in Indiana?"

The Need

Indiana's statewide needs for an improved system of lifelong learning, particularly in the area of higher education attainment, are starkly evident when the demographic evidence is consulted.

- The 2000 Census revealed that 82.1 percent of Indiana residents had completed high school—a rank of twenty-seven among all states—but only 19.4 percent had completed a bachelor's or higher degree. While this is an improvement over 1990, Indiana remains far behind its neighboring states in terms of per capita educational attainment.
- Since 1970 Indiana has ranked between forty-third (2000 Census) and forty-eighth (1990 Census) in the United States in per capita educational attainment. In 1970 Indiana ranked forty-fourth (Indiana Fiscal Policy Institute, 1999)
- The Indiana Fiscal Policy Institute's research has shown that Indiana imports 2.2 college students for every student who leaves the state for college. However, Indiana is a net exporter of college graduates.

Thus, despite the presence of nationally recognized comprehensive research universities, numerous high-quality private liberal arts institutions, a statewide vocational-technical college system, and several strong programs dedicated to providing convenient access to adult students, more than two million adults in Indiana still do not have college degrees.

Solving the Access Challenge

There are, without doubt, economic and cultural factors that lie at the root of this need. But TPN has been undertaken on the belief that the problem can be traced, at least in part, to a lifelong learning access infrastructure that, in practical terms, does not provide adequate means for adults to access learning opportunities.

Penchansky and Thomas (1981) outlined five dimensions of the access challenge as it occurs in medical care. Their insights are helpful in understanding the access challenge within education as well. In order to solve the access challenge, all five of the dimensions must be addressed in a comprehensive system. These principles have served as a major part of the needs-based orienting logic with which the project was undertaken.

- **Availability: Is there enough supply of the service or product to meet the demand?** Indiana provides enough institutions of lifelong learning to address the demand, but the models currently in use are not optimized to meet the needs of adult lifelong learners, and the access infrastructure through which adults must work raise barriers. Thus, practically speaking, there is arguably not enough supply of the right kinds of avenues for lifelong learning. For example, if even a small fraction of the state's two million adults without baccalaureate degrees were motivated to pursue the completion of degrees, the current infrastructure could not begin to supply the demand.
- **Accessibility: Can the people who need the service or product get to it?** The short answer seems to be that while the numbers of nontraditionally aged students on traditional campuses has expanded dramatically, most of the "supply" of education is physically not easily accessible to the majority of adult students. They simply cannot avail themselves of the existing opportunities because times and formats do not fit into the patterns of life imposed upon adult learners by work and family responsibilities.
- **Accommodation: Does the provider of the service or product accommodate itself to the clients, or does it demand that the clients accommodate themselves to the supplier?** In higher education, the latter is clearly the case. Other sectors of the lifelong learning provider spectrum have attempted to create more innovative avenues through which to make learning opportunities available to adults. The TPN project team has discovered numerous lifelong learning opportunities in its pilot regions, but these opportunities are scarcely known throughout the community. Unless they are offered by a commercial entity with a large marketing budget or a major university with high visibility, the organizations offering them simply do not have the means to publicize their offerings widely.
- **Affordability: Can the clients pay for the service or the product?** Most adults cannot "buy" a college education without the help of their employers, the government, and, at the very least, one or more lending institutions. This remains an important impediment to large-scale changes in the rate of educational attainment in the state. However, the TPN project team has discovered numerous avenues of lifelong learning that are within the economic reach of adults, but that remain largely invisible or inaccessible to the majority of the population.
- **Acceptability: What mutual attitudes prevent or enable access?** On the side of the learner, the historic pattern of agricultural and industrial jobs seems to have contributed to a mindset that devalued the necessity of educational attainment and lifelong learning. But this does not mean that the adult population is unmotivated to learn. For example, Indiana Wesleyan University's adult higher education programs have virtually doubled in size every five years as the university has created and offered programs designed specifically to accommodate the needs of adult learners. The Indiana Vocational Technical College has been experiencing record enrollment growth rates in recent years. Unfortunately, much remains to be done to foster a mindset that highly values learning throughout the state. Most of the institutions that provide learning must do more to change attitudes among faculty and administrators that learners should accommodate themselves to the needs of institutions of learning, rather than the other way around.

Clearly, while there are bright spots, a review of these principles shows that there is much room for innovation and experimentation in creating a lifelong learning access infrastructure that fully addresses the five principles of access. This, then, has been the needs-based orienting logic that has informed the design and implementation of The Possibility Network.

☐ Primary Goals of the Project

On the basis of this logic, TPN has adopted three primary goals.

- First, TPN seeks to increase awareness of and demand for lifelong learning among Indiana adults.
- Second, TPN seeks to provide an adult-friendly infrastructure that helps Indiana adults discover, gain access to, and manage lifelong learning.
- Third, TPN seeks to assist Indiana businesses and service organizations in finding resources for, promoting, and pursuing the professional development of the Indiana adult workforce.

An Overview of the Project Elements

☐ Personal Learning Consultants

Adults often need the friendly encouragement of other adults to return to college or to persist with lifelong learning activities. Therefore, TPN provides a group of specially prepared learning consultants. These learning consultants function much like extension officers, working directly within local communities and with individual learners to stimulate interest in learning and to assist adults in finding and gaining access to learning opportunities. They provide the personal "high touch" element that most adults require to overcome the emotional and other barriers that keep them from taking part in lifelong learning.

There are currently three area managers and six part-time learning consultants working in the three TPN pilot regions. They make corporate calls; attend conferences, festivals, sporting events, and other related public events; engage in direct consulting with individual learners about opportunities available in their regions; consult with corporate training departments on available resources; and deliver partner promotional literature to interested parties. The consultants have staffed kiosks in malls and libraries. They also assist users of the Personal Learning Assistant software.

☐ Market-Oriented Publicity

One of the major goals of the grant is to publicize the need for lifelong learning, and to distribute information about learning opportunities in ways that directly reach the adult audience. To this end, TPN uses mall kiosks; conference and trade fair booths; and television, billboard, and newspaper advertising. In addition TPN has worked with municipal library systems to install a link to its Personal Learning Assistant software on their public access computers.

TPN's Internet presence is accomplished in a number of ways: by a Web site, by positioning the Personal Learning Assistant software on the major Internet search engines, by providing links to these sites to be placed on all partner Web sites, and by the Personal Learning Assistant software itself, which is a Web-based application.

TPN has also converted a new delivery van into a mobile Internet café. This vehicle serves as an excellent mobile billboard, and it provides internal space for two sit-down Internet terminals, as well as ample internal space for promotional literature from the TPN partners. The van uses specialized satellite equipment that can provide high-speed Internet access anywhere in the state with less than ten minutes of set-up time. This mobile Internet café is used to promote TPN at rural and outdoor venues (e.g., fairs, festivals, store parking lots).

Finally, TPN has secured the services of Isiah Thomas, head coach of the NBA's Indiana Pacers basketball team, as its spokesman. Before leaving college early to join the Detroit Pistons, Thomas helped Indiana University win an NCAA championship during his sophomore year. He was captain of the Pistons teams that won NBA championships in the late 1980s and early 1990s. After his NBA playing career, Thomas pursued various professional interests, including ownership of the Continental Basketball Association, before joining the Indiana Pacers organization. Isiah is a particularly apt spokesman for lifelong learning, having completed his college degree six years after he left college in order to keep a promise made to his mother. He is one of the most recognizable public figures in Indiana, and he has enthusiastically chosen The Possibility Network as a part of his public contribution to the state.

☐ The Personal Learning Assistant Software

At the heart of The Possibility Network is an innovative software package designed to serve as an adult learner's one-stop shop to find, gain access to, and manage lifelong learning activities. The software is free to the users and can be accessed at <http://www.indianalearn.com>. It is also available as an installed program if the user prefers. It is made up of three related components.

- **The Personal Learning Assistant** is a personal lifelong learning portal that lets learners create a personal profile, access career coaching and personal assessment tools, search a dynamic catalogue of courses and programs from partner institutions, enter Instant Messenger chats with institutional representatives, register at multiple institutions from a single portal using dynamically generated forms, manage a degree program through a simple set of degree audit screens that use an XML-based degree audit mark-up language, and manage financial accounts with multiple providers using secure financial transactions and reports. One of the original aims of the Personal Learning Assistant software is to let an adult student compare current credits with the requirements of various degree programs offered by TPN partners in order to choose the best match, then to assemble a degree according to the audit rules of the chosen institutions, by selecting course offerings from a variety of institutions and "credit-bearing" academic instruments. This goal remains unmet at this writing, but is under discussion by at least one of the TPN partners. The Personal Learning Assistant, coupled with its supporting structures, provides an ideal vehicle to implement this vision. In addition, the project team watches with anticipation as the Indiana Commission for Higher Education works through the intricacies of the Transfer Indiana Project. This project would define a range of transfer agreements among institutions within the state. One component it would require—the ability to unofficially match current credits against degree requirements—is already available from the DARS project at Miami University of Ohio.
- **The Personal Learning Lab** is a collaborative virtual workspace built around a highly intuitive topic map navigator that allows both faculty and learners to search, combine, and manipulate SCORM compliant content and learning objects. The Personal Learning Lab provides a generative learning environment in which to play any set of SCORM conformant learning objects, as well as a set of tools for interacting with the objects and with other learners. In addition, the Lab offers faculty members an embedded instructional design module to assist in the process of using learning objects to create online courses or online course companion sites. This component is currently in test development.
- **The OneCampus Integration Platform** is an integration system that uses Web services to simply and inexpensively integrate diverse campus systems. This underlying architecture allows the Personal Learning Assistant and the Personal Learning Lab to dynamically access, transact with, and display the output of diverse campus transaction systems without storing sensitive data outside the confines of protected servers. OneCampus allows for role-based access to the Personal Learning Assistant. Academic advisors have been some of the most enthusiastic users of this role-based login since it allows them to view their advisees' degree audits online in a simple, highly readable, but authoritative format. This integration platform is what allows the approximately 9000 courses and 300 degree programs contained in the Personal Learning Assistant's dynamic catalogue to be continually up-to-date with little or no extra work on the part of partner staff. It is also what allows the Personal Learning Assistant to display degree audit and financial account information from disparate student information systems in a common user interface.

The Personal Learning Assistant software was released first as a rich client application installed from a CD-ROM. It is currently being ported to the Web so that it will soon be an entirely Web-based application. Most of the functionality described above is currently available through the installed or Web versions of the software. The bulk of the project's technical development is scheduled to be completed by August 2003.

Project Implementation Cycle and Current Progress

The grant provided a four-year timeline for The Possibility Network project. The first year was dedicated to research, technical development, and initial publication of the project. The project team talked extensively with the leaders and partners of the Indiana College Network to discover ways in which the two projects might complement each other. Learning Assistant Technologies formed its structure, began hiring staff, researched available components and development tools, and launched the design and technical development phases of the Personal Learning Assistant software.

The second year was dedicated to staff recruitment, partner recruitment, and pilot testing of the project elements. The Personal Learning Assistant software was tested with groups of users, and was rigorously reviewed by TPN staff. The lessons learned were incorporated in numerous updates and improvements. The first learning consultants were hired, and a test was made of the initial concept of using mall kiosks to deliver information. During the last six months of the second year, the TPN staff dedicated their attentions almost exclusively to the recruitment of partners. Two years of effort paid off with a broad diversity of high-profile partners joining the project.

The third and fourth years will be dedicated to full marketing of TPN in an attempt to prove whether the concepts embodied in the grant proposal will gain acceptance with the adult citizens of the project's three pilot regions.

The Network of Collaborators

TPN is a highly collaborative partnership. This bodes well for its long-term success, but it also has created its own set of challenges. The project team consists of three sets of people.

First, as the original grantee, Indiana Wesleyan University has administrative oversight of TPN. TPN has its own director (Dr. LaVerne Ludden) and staff, and is under the administrative umbrella of the College of Adult and Graduate Studies at Indiana Wesleyan University.

Learning Assistant Technologies, Inc., is the originator of the Personal Learning Assistant software, and is under contract to Indiana Wesleyan University to provide and support the software for TPN.

TPN has its own users group made up of representatives from the partners. The Indiana Vocational Technical State College and the Indiana College Network (ICN) joined IWU as charter members of TPN. ICN is Indiana's highly successful version of a virtual university. It is a service that lists all the distance education offerings of the state's public institutions in a common clearinghouse and allows students to transfer these courses among participating institutions.

As of this writing, the following institutions are part of TPN.

Colleges and Universities

- Ball State University School of Extended Education
- Huntington College
- Indiana College Network
- Indiana University School of Continuing Studies
- Indiana University-Purdue University at Indianapolis (Community Learning Network)
- Indiana Wesleyan University
- Tri-State University

Other Education Providers

- ARC Academy of Court Reporting
- ATA Aviation Academy
- Cardinal Health Systems
- Conner Prairie Museum
- Educational Opportunity and Talent Search Center
- Environmental Management Institute
- Executrain
- Four County Vocational Cooperative
- Huntington County Community Education
- Indiana Department of Education
- Indianapolis Art Center
- Indianapolis Symphony Orchestra
- J. Everett Light Career Center
- John Jay Learning Center
- MSD Wayne Township (Indianapolis)
- OASIS

This group of partners gives The Possibility Network the largest and most diverse set of course and program offerings of any such entity in the state of Indiana. Approximately nine thousand courses and three hundred degree programs are listed in the Personal Learning Assistant's dynamic catalogue.

This positions TPN to serve a broader set of corporate, governmental, and individual learning needs than any other entity in the state.

Strategy for Sustainability

The original grant proposal referenced Fathom as an example of an experimental program designed to provide greater access to high-quality learning content. Fathom was mounted by Columbia University in collaboration with such partners as the London School of Economics and Political Science, the British Library, Cambridge University Press, the University of Chicago, and the University of Michigan system. In January 2003 Columbia University announced its closure of the project (Carlson, 2003). This announcement follows the recent demise of other high-profile experimental programs that sought to provide access to lifelong learning through innovative methods. These closures highlight the challenge of sustaining highly innovative projects within the lifelong learning sector.

It is clearly important to have a strategy for sustainability. But as these projects show, it is difficult to predict at the outset whether a sustainability strategy will work. After all, these projects that failed had such strategies in place. Clearly, despite some of the recently touted "free" content and delivery projects currently being pursued under the auspices of large higher education institutions, there are no free rides, even for very worthy ventures. Experiments such as these must be paid for either by the users themselves, by state legislatures that wish to sustain a learning-friendly state infrastructure, by corporate entities that find a value proposition they can embrace, by university systems that see these projects as a part of their service mission, or by philanthropic organizations that are willing and able to maintain a long-term commitment to the development of innovative and alternative means of providing learning.

As one studies both these closures and those that remain in operation, one may discern some common threads that have a bearing on sustainability. First, it appears that projects like these have to make an educated decision at the outset about the identity of their true "paying customer," and then make sure they deliver the value for which that customer is willing to pay. Unfortunately, this is harder than it sounds, and it is particularly foreign to the higher education mindset. Projects that originate in the higher education arena often seem to define the value proposition they offer to their customers based on the provider's vision, instead of the other way around. That still works in high-profile traditional higher education. They can still tell the paying customer what they are going to offer, and the customer will buy it (with enormous help from the federal government in the form of financial aid). But this approach does not work when higher education projects move outside the traditional boundaries, and when the federal government is less willing to aid the paying customer. Thus, one aspect of a successful sustainability strategy must be a clear understanding of who the paying customer is, and what that customer is asking for.

Second, experimental projects such as these seem to have difficulty making the transition from the high-cost, capital-intensive development stage to the lean-cost structures that are needed to sustain day-to-day operation. They use grants of one kind or another as investment capital to fund the development stage. But then they seem to continue into the business delivery stage with cost structures that are completely out of proportion to what the market for their services will bear. Thus, it seems that another aspect of a successful sustainability strategy is to have a clear vision of how to make the transition from the developmental stage to the operational stage.

Third, it seems that at least some of these highly innovative projects might have succeeded if they could have bought more time to learn their lessons and find their true audiences. After all, education itself has never been a self-sustaining economic activity, and many would argue that it should not be a market-driven activity. Education at the primary, secondary, and tertiary levels survives because the federal government and state legislatures provide the financial means for it to do so. When innovative programs are closed, the headlines are usually some variation of the Fathom headline: "After Losing Millions Innovative Program Closes." In one sense, this is an understandable perspective. But this mindset overlooks a blatantly obvious fact. Every year state legislatures invest billions of dollars in K–12 and higher education systems with no thought that those institutions will ever become economically self-sustaining. Their cash inflows from products sold and services rendered are never expected to pay for their cost structures. If this were not the case, every year the headlines would read: "Despite Billions in Public Investment State University System Continues to Lose Money." Nevertheless, the system continues to operate as it has in the past because society believes these systems are worth the annual investment. Unfortunately, this long-term financial commitment is not often provided to highly innovative programs, and therefore it is difficult to discover those innovations whose value proposition might have been worth keeping for the long run. If there is a sustainability lesson here, it is to keep cost structures as lean as possible, to find multiple sources of revenue, and to buy as much time as possible to prove whether the underlying concepts being tested have long-term merit.

All of these factors bear directly on the experience of The Possibility Network. The project leadership team continues to hone its understanding of who its true paying customer will be in the long term. The leadership team must work to keep the long-term TPN infrastructure costs as low as they can be. It must continue to explore the optimum mix of revenue generators, such as fees to be charged participating members and the sale of ancillary products and services. (Currently, non-profit institutions pay no fees to belong to the network, while for-profit learning providers pay an 8 percent share of revenues generated by non-financial aid related enrollments.) And the team must buy time to establish the service in the minds of adult learners in Indiana. Initial responses from individual learners as well as from business and service organizations are almost invariably positive. This seems to indicate that the fundamental concept has a chance to succeed, but only time will tell.

Whether individual projects such as The Possibility Network or Fathom survive, the following comment about Fathom is an important observation: "I think Fathom was a great experiment," said James L. Hilton, associate provost for academic information and instructional technology affairs at the University of Michigan. "The problems that Fathom was trying to address—how to connect with lifelong learners, how to provide authenticated information—is an important challenge that is still out there.…I wish that the national economics could have supported a longer experiment" (Carlson, 2003). Eventually, society must find sustainable ways to address these needs.

Some Transferability Insights

As the project has developed, several sets of challenges have unfolded. One major challenge has been to obtain the buy-in and participation of potential partners. Another major challenge has been to design, develop, and deploy the technology associated with the project. Finally, there is the marketing and recruitment challenge of attracting users to the services provided by the project. Reflection on the first two years yields the following insights related to these challenges.

First, it has taken two years of intensive work to educate potential partners, overcome reservations, and create buy-in. An important issue that has arisen in this area has been the need to develop an acceptable balance between participation in and control of the project by partners. This issue will continue to require attention as the project matures. One institution has refused to join because its leaders felt they would have an insufficient amount of control over its direction. The leadership team has sought to create an approach that will allow the project to move forward at the speed of the nimblest partners, rather than being forced to progress at the speed of those least willing to innovate.

Second, in developing technology-intensive projects such as this one, there is great potential for misunderstanding and tension in the relationship between the project leadership and the technology providers. It has been important to create and maintain a daily communication channel between the two. Technology providers need to develop their deliverables according to the needs of the project team. In return, it is important for the project team to clearly specify the desired deliverables and to be willing to adjust time-frames and budgets when deliverables change.

Third, one of the interesting insights gleaned thus far in this project is the firsthand perspective it has provided into the actual state of the Indiana education community's technology infrastructure. There are real bright spots of creativity and progress, but in general institutional infrastructures have proven to be a challenging mixture of new and old. Technology staffs are hard-pressed to keep up with existing demands. This has slowed down the implementation of some aspects of the project's technology components.

Fourth, there is a high level of receptivity and support for the project among adult educators and business leaders. It would seem that there is a definite need and market for the product that TPN is creating. Whether this support and need can be translated into sustainability has yet to be seen.

Fifth, a flexible, cutting-edge tool like the Personal Learning Assistant has multiple applications. The basic design of the software can be adapted for use by high schools, traditional college programs, and corporate training programs. In fact, the strongest potential for long-term sustainability of the project may come from corporations that understand the benefits of such an innovative program for workforce development and management of the corporate learning activities.

Conclusion

In conclusion, the authors would like to publicly thank Ms. Sara Cobb (Vice President for Education, Lilly Endowment, Inc.) for her unwavering and insightful support of this project, as well as President Jim Barnes of Indiana Wesleyan University for his willingness to undertake such an experimental project.

The project has been the occasion of great personal and professional development for those involved in it. Even at the current stage of development, it appears that this project may allow the partners to harness the power of innovation that comes as people and organizations work together on the edges of their established boundaries. Being willing to work together at the intersections of territorial and disciplinary boundaries, where language and values and operational procedures may sometimes clash, seems to hold forth the promise that a truly innovative, concerted response to the lifelong learning needs of the state may one day emerge.

Note

Portions of this article were taken from the original grant proposal authored by David Wright, Michael Boivin, Mark Smith, and Daniel Wright, "A Dream of Distinction: Building a Higher Education Access Infrastructure for the 21st Century," Indiana Wesleyan University, May 2000.

References

Carlson, Scott. 2003. After losing millions, Columbia U. will close its online-learning venture. *Chronicle of Higher Education* 49(19): A30. Available from <http://chronicle.com/free/2003/01/2003010701t.htm>.

Indiana Fiscal Policy Institute. 1999. Graduate migration from Indiana's postsecondary institutions. March.

Penchansky, Roy, and J. William Thomas. 1981. The concept of access: Definition and relationship to consumer satisfaction. *Medical Care* 19(2).

LaVerne Ludden is Director of the Possibility Network at Indiana Wesleyan University in Marion, Indiana.

David Wright is Vice President for Research and Strategic Development at Learning Assistant Technologies in Marion, Indiana.

Partnerships and Adult Learning: Delivering Bachelor's Degree Completion Programs

Tracey S. Hebert

Background

Enrollment patterns in undergraduate higher education in the United States have changed steadily over the past three decades. The National Center for Education Statistics reported in 2002 that 73 percent of all undergraduates are "non-traditional" (Choy, 2002). Using NCES's definition for non-traditional students, 56 percent of undergraduate students can be classified as moderately to highly non-traditional, with the remaining 17 percent having at least one characteristic making them minimally non-traditional. Public two-year institutions enroll the highest percentage of non-traditional students; 40 percent of enrollees at public two-year institutions are considered highly non-traditional, while 90 percent are considered between minimally and highly non-traditional.

Changing dynamics in higher education during the past few decades have led many four-year institutions to consider expanding their academic offerings to include degree programs targeted specifically at the non-traditional adult learner. The substantial number of non-traditional students coming out of community colleges are among the increasing population of working adults who seek to advance their careers, improve their credentials, or enrich themselves through the pursuit of a college degree. Many institutions looking for new revenue opportunities have found this large population of adult learners to be a perpetual source of prospective students to target and attract.

In order to be successful in targeting the adult audience, many colleges have determined to adopt philosophies, methodologies, and processes that assist them in becoming adult learning focused institutions. These institutions creatively develop degree completion programs made up of upper division courses that complement and build upon the lower division credits that students receive at community colleges or elsewhere. These institutions have also learned to position institutional processes, services, and resources to meet the needs of the adult learning audience.

Partnerships between senior institutions and community colleges have also created unique opportunities for non-traditional adult learners. Certain community colleges in Michigan and in other states have invited senior institutions to offer degree completion programs in university centers, which are typically located on the community college's campus. Students can obtain associate's degrees and certificates from the community college and seamlessly continue their educational pursuits toward a bachelor's degree on the same campus.

Rochester College was established in 1959 and for the majority of time since then, it was a small college focused on providing Christian liberal arts education to the traditional student. In recent years, the administration and faculty recognized the changing demographics of higher education and extended the college's mission to include serving non-traditional adult learners. Rochester College enrolled its first students in an adult learning focused program in the summer of 1997. The program was successful and grew rapidly, enrolling 120 students in the next two years. In 1999, Rochester College became a partner at the Macomb Community College University Center, and a year later at the Mott Community College University Center. The adult program enrollment has grown more than 250 percent since 1999.

The University Center Concept

Community college university centers are an innovative concept that allows students to seamlessly pursue a bachelor's degree on the same campus that they obtained their associate's degrees. State budgets are increasingly strapped for resources, making the founding of new public senior institutions unfeasible. An attractive alternative for counties that have community colleges but do not have four-year institutions is to invite existing four-year institutions to partner with the community colleges and offer degree completion programs on their campuses. Typically, the community college will adopt a non-competitive environment that allows each degree program to be offered by only one institution. The Department of Education also allows students enrolled in such collaborative arrangements to receive financial aid while taking courses from both institutions, giving the students even greater flexibility (Leibovitz, 2000).

Adult Learning Focused Institutions

Adult learner focused programs are becoming increasingly popular in higher education, especially among small private colleges. A significant number of journal and periodical articles and books have examined the dynamics of adult learners, adult learning theory, and adult learner focused programs. In a broad sense, adult education can be viewed as a field of theory as much as any other field of education or social practice. This arena of higher education has served as a platform for innovation by bringing about new ideas and practices regarding the delivery of education, and it has also drawn much discussion and debate. Issues of quality assurance, legitimacy of theoretical foundation, and impact on institutional mission are among the topics that face adult learning theorists and practitioners.

Though adult learner focused programs are found in different types of institutions, it is interesting to note that they exist in a high percentage of private, church-related colleges. In the United States 64.6 percent of church-related colleges have one or more bachelor's degree-granting programs targeted specifically at non-traditional adult students. Sixty percent of these programs started within the last decade (Winston, 1999).

Decision-makers should spend significant time considering whether offering adult learner focused programs is appropriate for their institution. Before an institution decides to provide programs targeted at adult learners, it should first consider whether it is ready to provide the kind of service that should accompany such a program. The question for the institution and decision-makers is, "Do we want to become an adult learner focused institution with all of the responsibilities and requirements that come with that assertion?" This requires a great deal of planning and assessment of the adjustments the institution will need to make to effectively meet the needs of adult learners.

Additionally, adult degree programs must have operational foundations grounded in academic values and philosophy that serve as the basis for planning, design, implementation, and assessment. The discussion should consider concepts such as andragogy, pedagogy, and adult learning theory (Tisdell & Taylor, 2000). David Price stated it this way: "Adult Learning is devoted to our philosophies of practice. How we as teachers, facilitators, program planners and managers, operationalize our knowledge of practice through our values and beliefs that help to shape it" (Price, 2000).

Institutions considering the implementation of adult learner focused programs and degree completion programs targeted at non-traditional learners should first begin by exploring their own values, beliefs, and prejudices. To credibly deliver these types of programs, more needs to be considered than the identification of a collection of courses to be offered. An effective adult learner focused program, whether it is a degree completion program or otherwise, requires the resources, support, and effort of most of the institution. The Council for Adult and Experiential Learning lists eight principles of effectiveness for serving adult learners: outreach, life and career planning, financing, assessment of learning outcomes, teaching-learning process, student support systems, technology, and strategic partnerships (CAEL, 2000). John Taylor, Associate Director of the Higher Learning Commission states that "issues such as scope, oversight, content, consistency, relevance, integrity, and support services may challenge the institution delivering the programs as well as those responsible for evaluating them" (Taylor, 2000). The effective implementation of these types of programs requires many segments of the campus community to work together.

Degree Completion Programs

Degree completion programs take on different characteristics and methodologies from one institution to the next. Most programs enroll students who have sixty or more credit hours earned during previous enrollments. Many programs offer alternative course schedules that are accelerated or compressed, promising the the opportunity for students to complete their degrees in fewer than two years. Credit may be offered for training that has been assessed and recommended by the American Council on Education or the Program on Non-Collegiate Sponsored Instruction. Credit may also be awarded for prior learning experiences through the development of a prior learning portfolio. It should be noted that, although many institutions offer credit for prior learning, at least some institutions find that only a small percentage of enrollees actually engage in and complete the processes to obtain such credit.

Academic Challenges

Degree completion programs offered at university centers bring a set of complexities that require extra attention and focus on the part of program designers and implementers. Rochester College has found that students transferring from community colleges are generally well prepared for the program's core courses, but many students have the same deficiencies in writing composition skills as exist in a large percentage of higher education institutions, including top universities (Bartlett, 2003). Students may have taken lower division composition courses at the community college or other four-year institutions and still demonstrate weak composition skills. Program administrators are faced with the political sensitivity of being guests on these college campuses while holding students to higher writing standards than they had to meet at the host institution. To address this issue, many programs implement a variety of initiatives to raise awareness among students about the importance of their writing skills. Writing across the curriculum strategies and program portfolios are among the commonly used approaches.

Operational Challenges

The university center model requires institutions to deliver courses and student services away from their main campuses. Despite the multiplicity of institutional processes involved, students attending the university center should have their needs met without having to make lengthy trips to the institution's main campus. Some institutions attempt to meet this need by having a staff person on site one or two days each week. However, Rochester College has a full-time employee at the university center who is cross-trained to assist students with many different needs and assist as a liaison between the student and other departments as appropriate.

Faculty hiring for adult degree completion programs encompasses a broad range of issues. Lack of awareness and understanding of the needs of adult students and of how to provide effective instruction for that audience can be an obstacle for success. Stanley Gabor suggests that many institutions, program developers, and faculty are well versed in the traditional educational experience common to most. It is when an adult education program is developed that the traditional system breaks down in both design and implementation. This is due to the lack of training for a different program model as well as failure to shift one's paradigm from one audience to another. This can be catastrophic for an adult education program (Gabor, 1996). Other faculty issues include finding qualified instructors who live in geographic proximity to the university center, communication between academic departments and program sites, and training faculty to implement policies designed specifically for the adult program.

A Portable Model?

Rochester College currently offers adult degree completion programs at two university centers. Rochester has also recently embarked on a unique initiative that implements the university center degree completion program model at Specs Howard School of Broadcast Arts. Though there are distinct differences between community colleges and technical schools, Rochester has found significant value in the partnership. Rochester College's communication department wanted to deliver a comprehensive mass communication degree without incurring the cost of reproducing the technical infrastructure of a school of broadcast arts. Through the partnership, both institutions are able to deliver a strong curriculum, combining the liberal arts and communications theory offered at Rochester College with the technical training offered at the school of broadcast arts. The operational aspects of delivering the program are similar to those of the university center model. The infrastructure that was in place to effectively deliver degree completion programs at the university center is used to deliver the same type of program at the technical institution.

Conclusion

Becoming an adult learner focused institution that effectively delivers adult degree completion programs is a complex endeavor. It requires commitment on the part of many within an institution to see beyond their traditional boundaries and think creatively about how to deliver services to an audience that may be distinctly different from the one they typically serve. This endeavor may include envisioning and developing partnerships that facilitate the delivery of programs on the partner institution's campus. Once an institution has learned how to partner effectively with other institutions to deliver adult programs, it may find that there are numerous opportunities to provide educational opportunities for students who did not previously have them.

References

Bartlett, T. 2003. Why Johnny can't write, even though he went to Princeton. *The Chronicle of Higher Education* 49(17): A39.

CAEL. 2000. *Serving adult learners in higher education: Principles of effectiveness, executive summary.* Chicago: Council for Adult and Experiential Learning.

Choy, S. P. 2002. *The condition of education 2002.* Washington DC: U.S. Government Printing Office.

Gabor, S. 1996. How to design for adult programs. *Planning for Higher Education* 25(1): 41–43.

Leibovitz, C. 2000. Consortium/contractual agreements and two plus two programs. Available from <http://www.ifap.ed.gov/presentations/attachments/consortium.pdf>. Retrieved January 17, 2002.

Price, D. W. 2000. Philosophy and adult educator. *Adult Learning* 11(2): 3–5.

Taylor, J. A. 2000. *Adult degree completion programs*. Chicago: The Higher Learning Commission.

Tisdell, E. J., and E. W. Taylor. 2000. Adult education philosophy informs practice. *Adult Learning* 11(2): 6–10.

Winston, D. 1999. *Adult degree programs at faith-based colleges*. Princeton, NJ: Princeton University.

Tracey S. Hebert is Vice President of Extended Learning at Rochester College in Rochester Hills, Michigan.

Quality Sells: Maintaining Quality In the For-Profit Environment

Jim Patton, Paula Peinovich, Paula Singer, and Kathy Winberry

Introduction

This presentation will focus on strategies used by Sylvan Learning Systems' Online Higher Education division and its academic businesses, Walden University, National Technological University, and Canter and Associates, to support growth with quality, integrity, and profitability. Its purpose is to challenge the higher education community to think beyond the traditional view that growth and profits come at the expense of quality in the world of for-profit higher education.

Just over a year and a half ago, Sylvan Learning Systems opened a new division called Online Higher Education to extend to higher education the corporation's mission to provide learners with the tools they need to succeed in education and in life. With the vision to bring the same opportunities for educational and personal success to working adults that the K–12 division brings to youth, the Sylvan leadership is building the division through acquisition of postsecondary organizations delivering higher education at a distance to mid-career professionals.

The mission of Online Higher Education reflects those of the organizations it has acquired, namely bringing access to high-quality higher education to those who otherwise would be unable to benefit from such programs because of family and career obligations, or lack of access, geographically, to relevant programs. Walden University, National Technological University, and Canter and Associates are currently the organizations that make up Online Higher Education, and these formerly unrelated organizations are knit together by the passion for access and the belief in quality, integrity, and student centeredness. All operate as for-profit institutions, and all share the same goal, to promote access through growth with quality and integrity as well as profitability.

Walden University offers doctoral and master's degrees at a distance in the schools of education, health and human services, management and psychology, and undergraduate degrees at a distance in the school of management. Its mission is to create broad access to higher education and to create a positive social impact by developing scholar/practitioners intent on improving their communities and organizations through inquiry and action. National Technological University offers master's degrees at a distance in a variety of engineering disciplines, with a mission of serving the advanced educational access needs of the engineering community. Canter and Associates develops materials that can be licensed by universities to utilize in their master's programs or individual courses. Its mission is to increase the effectiveness of teachers in the classroom, so that K–12 students will better fulfill their potential.

Thus, all of the Online Higher Education programs appeal to professional working adults, usually in the middle of their careers, who already have significant educational experience and expertise, and who come with high expectations about the quality of their educational experience. The president and CEO of the division, Paula Singer, is fond of saying that it is only quality that sells and that it is shortsighted to believe that leaders can grow an organization's size, scope, and, yes, profits by limiting or compromising quality.

The View from the Traditional Establishment

The higher education establishment often looks skeptically at for-profit higher education because of the belief that profits come at the expense of quality. The complaints against the for-profits are legion, often beginning with the market and consumer focus of the programs and services and extending to the faculty employment, training, and evaluation systems. It is as if the expansion of the for-profits threatens the future viability of the entire higher education enterprise. There is, however, another way to look at it.

The great strength of higher education in the United States is the diversity of institutions with a diversity of missions. And in the US where education has come to be considered a democratic right rather than an aristocratic privilege, there is certainly need for a rich diversity of institutions to serve learners with differing needs and differing interests. Particularly since the majority of those enrolled in colleges and universities today are over the age of twenty-five, one size institution and institutional mission does not fit all. Diversity strengthens the enterprise rather than diminishing it, and the for-profits are an emerging and important factor in that diversity. Further, there is as much diversity among the for-profits as there is among the public and independent not-for-profit institutions. One cannot assume that all for-profits are of similar mission and quality, just as we know that the not-for-profits can be differentiated across a range of missions and quality.

That for-profits are expanding, thus, need not be viewed by the traditional establishment as a threat to its future. With millions of potential lifelong learners looking for access to higher education, the for-profits only enrich the higher education establishment and, in fact, will raise the quality of the entire enterprise through increased competition.

The Sylvan Online Higher Education Definition of Quality

Sylvan Online Higher Education (OHE) depends equally on a quality tripod of education, technology, and business. Each leg supports services to students, who are simultaneously learners, end users of technology, and consumers of services. For OHE failure to serve students in any role is failure to serve them in all roles. Therefore, all members of the community, regardless of their assignment to an educational, technology, or business function, are equally invested in the whole quality tripod, since compromise in one area compromises the integrity of the whole.

As a new division, the first task in ensuring quality that the leaders of Online Higher Education faced was to define it explicitly in order to understand and recognize success, as well as areas for improvement. The definition of a quality program for all OHE organizations is *one in which student expectations are exceeded, the educational experience leads to long-term enthusiasm, and the outcomes result in increased personal and professional success.* This definition of quality assumes that mid-career professionals coming to higher education have needs and interests in several dimensions; and, as noted above, Online Higher Education conceptualizes them and serves them not only as learners, but also as end users of technology and as consumers of educational programs and services. It is against this definition and these student roles that OHE conducts research and assessment to demonstrate explicitly the quality of programs and services offered by the OHE organizations. The environment at OHE is characterized by a willingness to create measures and collect data on outcomes, and to use those data to redesign practices to improve quality.

Demonstrating Quality

The higher education establishment is able to recognize quality in colleges and universities by traditional indicators including the pedigree and publications of faculty, the size of the endowment, the library collection, research funding and rankings, SAT scores of incoming students, the reputation of graduates, the size and beauty of physical plant, and Carnegie classifications, to name just a few of the commonly understood indicators. These indicators are not relevant for Walden University, National Technological University, and Canter and Associates, which deliver their programs at a distance to adult learners. Because the traditional indicators are missing, often (and unhappily) the traditional establishment assumes that quality is missing as well.

Sylvan Online Higher Education demonstrates quality in a different way, namely by the outcomes it achieves. The organization embraces as a part of its culture the necessity of presenting concrete evidence of its quality, rather than input indicators. Quality is not presumed; it is hunted down, it is measured and quantified, and the evidence is studied carefully and continuously to improve.

Students are first and foremost learners who have selected an Online Higher Education institution because it will help them meet an educational goal. OHE continually strives to link knowledge about learning and its learners to the practice of teaching and to the design of the online curricula. It seeks evidence of educational quality through some traditional methods, including retention and completion rates; assessment of how well students have met the learning goals laid out by the faculty through capstone assessments in all programs; and graduates' success, tracked as they advance in their careers with follow-up surveys and employer feedback. It also seeks evidence in some innovative ways, including, for instance, third party experimental design research on both teacher and student performance of education graduates who are classroom teachers.

Besides being learners, adult students are also end users of technology and, while they may be knowledgeable and skilled professionals, they may not be sophisticated end users. Thus, Online Higher Education programs offer students online training programs in the technology before they even begin their academic orientation programs, so that students are thoroughly versed as end users of the learning platform before they begin. Additionally, all students in Online Higher Education programs are given a personal online concierge—a technical support specialist whom the learner can connect with seamlessly through a personal portal, the same portal the learners use to access all relevant academic services, including the bookstore and the library. The concierge is there not only to react to student needs, but also to provide regular outreach and monitoring of student problems. In addition, academic advisers are available online to assist with values clarification, decision making, and program planning. The staff who serve in the concierge and adviser roles provide continuous feedback about student problems, which on a weekly basis is aggregated into reports that tell program managers the top issues that need to be addressed that week. Thus, OHE has its hands on the student pulse at all times, and is focused on solutions to short-term student problems.

Students are also consumers of higher education services. As such, they have high expectations about the responsiveness and assurance that their college or university provides for them. Students learning at a distance can sometimes feel isolated. OHE provides close personal contact between students and academic advisers/assistants so that their need to feel "connected" at all times is met. OHE programs use traditional methods of measuring student satisfaction, including not only end-of-course evaluations, but also annual benchmarking surveys of student satisfaction. Further, faculty satisfaction is surveyed annually, since faculty are closest to the students and their concerns often stem from students' concerns. Information from these surveys is fed back to faculty and staff for program improvement.

Of course, OHE studies financial reports, growth reports, and student pipeline trends, all of which indicate profitability. In addition, it conducts extensive and multi-faceted market research of competitors and of program opportunities. The information gleaned from these reports is combined with outcomes assessment of students as learners, with information about students' largest concerns as end users, and with research on their satisfaction as consumers, to assess how the OHE tripod is succeeding, against its definition of quality. Where there are gaps, improvements are pursued, always with the goal of increasing program quality and strengthening program integrity. All of the research, assessment, and analysis at OHE are aimed at giving visibility to the issues that students in OHE programs are facing. In diligently pursuing quality, the most important indicators to Walden University, National Technological University, and Canter and Associates are those that lead to improvement, not those that indicate how good they already are.

Jim Patton is Provost at National Technological University in Baltimore, Maryland.

Paula Peinovich is President and Provost at Walden University in Minneapolis, Minnesota.

Paula Singer is President and CEO of Sylvan Learning Systems in Baltimore, Maryland.

Kathy Winberry is Senior Vice President and General Manager at Canter and Associates in Los Angeles, California.

Building on Our Strengths Together: Secondary and Postsecondary Partners

Debra Cox and Mary J. Steeno

History

In 1998 Randy Maddock, then a teacher in Big Rapids High School (BRHS) who was working on completing an M.A. in counseling at Central Michigan University, completed a counseling internship at Ferris State University (Ferris) in the Educational and Career Counseling Center (ECCC). Carole Jones, educational counselor in the ECCC, was his internship supervisor. While working in the ECCC the summers of 1998 and 1999, Randy assisted with the registration of incoming college freshmen during the Ferris summer registration program.

Randy was impressed with how Ferris advised and registered students who were undecided about their majors. He stated several times that he wished something similar could be done for high school students, but that high school counselors didn't have the time. He developed a survey consisting of ninety-three questions and administered it to 1,160 high school students at BRHS to ascertain what they felt were their greatest educational and career needs. He used the survey as the basis of his master's thesis.

The top four needs reported by the students were

- Help making decisions about college
- Help in exploring careers
- Preparation for finding jobs
- Opportunity to learn from others

During the summer Randy and Carole discussed ways in which the university could assist the high school in meeting this need. Using the survey results, they developed and designed a course to help students identify their career interests, select a college to meet their educational goals, and understand the transition process between high school and college. The career portion was based on the following four-step model.

- Self-assessment
- Career awareness
- Reality testing
- Decision making and implementation

The course included use of the Strong Interest Inventory, the Myers-Briggs Type Indicator, and various values assessments, along with job shadowing opportunities, oral presentations, and written journals. After much discussion, it was offered as a high school course, taught on the Ferris campus, and articulated as a three-credit elective for those who enrolled at Ferris after their high school graduation. The course was offered the first time in fall 1998 by Big Rapids High School and was co-taught by Randy and Carole. Twelve students were enrolled.

In winter 1999, Morley Stanwood High School (MSHS) opted to offer the class to their students, using the same format. Twenty-four students took part. This class was co-taught by the MSHS counselor, Gerri Hanna, and Ferris' educational counselor, Debra Cox.

Course evaluations at both high schools indicated a high degree of satisfaction on the part of the students and counselors. All felt it was a very worthwhile endeavor, though very time-intensive for the high school and Ferris counselors. A survey of the students who participated yielded the following information about the students' postsecondary graduation activities.

73 percent of the students went to college.

13 percent of the students began working.

13 percent of the students moved, entered the armed services, or did not respond to the survey.

As the Ferris counselors received requests from other high schools to offer this course to their students, an alternative to the successful model began to evolve. The consensus at Ferris was that it was an excellent course but too time-intensive for the Ferris counselors to be able to respond to all of the requests. All agreed, however, that high school students need this kind of assistance.

The Ferris counselors began to search for a way to help high school counselors provide counseling to their students in a more efficient and effective way.

The Strategy

In an attempt to address the needs being expressed by area high schools, Ferris counselors in the ECCC drafted a six-week career exploration program, titled Career Choices. The program was structured as follows: Students would meet in their home high schools for six one-hour weekly sessions, and then come to the Ferris campus for an on-campus career day. The six-session workshop was not as extensive as the forty-five-hour course, but it covered the basic self-assessment and career awareness elements:

- Interests
- Personality
- Values
- Skills
- Research
- Information and exploration

The exercises and activities used in the workshop were an eclectic array of tools that had been used with success in the fifteen-week course and in other workshops. Several career activity options were available for each day in the workshop.

The ECCC invited three local high schools to review this draft proposal. Proximity to Ferris and a previously expressed interest in working with Ferris were the deciding factors in the selection of schools that would participate. Four schools participated in the pilot program during winter 2001. A teacher or counselor from each school collaborated with the Ferris counselors. Each high school focused the workshop on junior and senior students. A total of forty-five students participated, as listed below:

Big Rapids High School	06 students
Baldwin Alternative High School	10 students
Chippewa Hills High School	19 students
Morley Stanwood High School	10 students

One of the biggest challenges for this workshop was incorporating the Michigan Career Pathways model of the Michigan Department of Career Development (MDCD) into a usable format. The MDCD model is used widely by career centers, community colleges, and high schools in Michigan. There are six pathways (groupings of related careers) in the model:

- Arts and communication
- Business management and marketing technology
- Engineering, manufacturing, and industrial technology
- Health sciences
- Human services
- Natural sciences and agri-science

By using the Michigan Career Pathways model, Ferris counselors were able to allow students to select a "career cluster" to explore, rather than trying to narrow their interests to a specific program or major at this time. The ECCC used this model for the breakout sessions of the on-campus day.

The on-campus day included: attending Career Pathways sessions with academic counselors, discussing financing college with admission and financial aid counselors, eating in a dining facility, touring a residence hall room, taking a bus tour of the campus, and participating in a team building exercise in the student recreation center.

The ECCC called upon the educational counselors assigned to Ferris's six undergraduate colleges to develop a breakout session for each Career Pathway. Mary Steeno developed the health sciences Career Pathway. Though the Ferris counselors feel that their presentations need continued development to better accommodate use of the Career Pathways model, this initial effort was a tremendous stride forward for Ferris. The Ferris career day incorporates multiple elements, seeking to inform and engage students in the process of their career development.

At the end of the six-week Career Choice program, the students and adults who participated in the workshop evaluated it. Overall results demonstrate a positive outcome, encouraging the Ferris counselors to continue the program.

Some comments made by the students:

> *"I thought this was a good opportunity and I hope Chip Hills gets the choice to stay in this program."*
>
> *"It was good...to help us try to choose our career."*
>
> *"I found all information helpful and all my questions were all answered."*
>
> *"I had a lot of fun and learned a lot about myself."*

On-campus day activities that students especially liked (according to the surveys) were

- The opportunity to spend time with the advisers (several students indicated they'd like more time)
- Seeing a residence hall room
- The team-building activities in the student recreation center
- The bus tour of the campus

At the end of the semester, a wrap-up meeting was held with the high school principals and counselors to share thoughts and observations about the program and to make recommendations for future programming. One suggestion offered by the high schools was to add another day to the six-week format. This additional day would provide students with more time for researching the Career Pathway system before attending the on-campus day. It was also agreed that future student populations would largely be freshmen and sophomores, to allow students time to adjust high school course plans to assist them in their preparation for careers of interest.

The program is not completely free of cost to high school partners. Each school was assessed $20 per student, which covered the cost of the Strong Interest Inventory and the Myers-Briggs Type Indicator. All copy costs and other expenses are covered by Ferris, including transportation for the Ferris counselors to the high schools. Ferris paid all expenses associated with the on-campus day except for the transportation costs for the high school students to get to the campus.

Evolving Models

- Some local schools have developed their own career programs and attend the career day portion of the program as a single activity involving Ferris personnel. This is becoming a very successful activity. As more local schools develop their own career programs, the Ferris model may become a stand-alone career day. Ferris counselors currently act as mentors to teachers and counselors and are ready to minimize contact with schools as needed.
- A twelve-hour workshop has been designed and developed for counselors, teachers, school-to-work coordinators, and other career preparation personnel for delivery of Career Pathway information. The successful workshop is leading to multiple workshop offerings during the school year and the summer.

Conclusion

These career exploratory programs are provided by Ferris State University as a public service to the state of Michigan and its sons and daughters. Ferris State University, located in Mecosta County, lies in the heart of one of the five poorest counties in the lower peninsula of Michigan. Many students do not see college as a realistic goal. The on-campus day provides financial aid and scholarship information that changes this perception for a number of students.

Likewise, employment opportunities in Mecosta County are minimal; therefore, helping students discover their talents and explore career options is a critical need. The university offers many two-year programs that can also ladder into four-year programs, providing reasonable career opportunities for these students. The career day exposure to the university (as we are told by high school counselors and teachers) has a tremendous personal and academic effect on these students.

Debra Cox is Educational Counselor at Ferris State University in Big Rapids, Michigan.

Mary J. Steeno is Educational Counselor at Ferris State University in Big Rapids, Michigan.

FIPSE Partnerships with Four Universities to Replicate an Academic Support Model

John Kowalczyk and Joan Totten

The Structured Learning Assistance (SLA) Program at Ferris State University has been in existence since fall 1994. This unique academic support program was designed to help students—particularly incoming at-risk students trying to adjust to the demanding college academic environment—master course content and develop successful learning strategies. The program has also worked well with courses that were deemed to be high risk for failure or were considered to be entry-level or gateway courses. The SLA program affirms the historical mission of Ferris State University by raising the level of academic support so that all students can have a reasonable chance to succeed in their college careers. Ferris has a current student enrollment of approximately 8,000 on-campus students and is a predominantly (95 percent) residential live-on campus. Minority students make up about 10 percent of the student population. The ACT composite score has slowly increased from 17.0 five years ago to the current incoming freshman composite average of 20.0. This is due to tightening of the historically open-door admissions policy to a more selective admissions policy for the campus.

The SLA program originated out of the realization that students were not availing themselves of existing academic support services on the campus. Students were hesitant to utilize tutorial services; supplemental instruction (SI) was being used only by students already doing well in their courses; and stand-alone study skills courses were too generic in nature to assist students in specific course content. The students who needed the most academic support were not receiving it because there was no mechanism to mandate their participation in academic support services.

The SLA program features weekly three to four hour study and practice workshops in which students master course content to develop and apply specific learning strategies for the course. The workshops are led (facilitated) by trained paraprofessionals who collaborate with the course professor to develop workshop materials. The facilitators clarify lecture points for students and assist them in understanding the expectations of the professor. Aside from the extra workshop time, the course content for an SLA class is identical to that of a non-SLA class. The only difference is that if a student's grade in the SLA class falls below a C average, that individual is required to attend all workshop sessions until the grade returns to a C or higher. Although enrolling in an SLA class is voluntary, there is a strict attendance policy designed so that students can receive the maximum benefit from their participation in the SLA program. Students are permitted to be absent from required workshops no more than four times during the semester, and on the fifth absence, they are withdrawn and receive a failing grade (or a W) for the course. Many students, however, continue to attend the SLA workshops voluntarily to maintain their high grades. The SLA workshops, which are free to all students, include study guides, homework assistance, test preparation, and exercises to develop students' note-taking and time-management skills. The program also works to build the students' self-confidence and self-esteem, and to reduce their anxiety about certain courses, particularly mathematics.

Ferris serves more than 3,000 students each year in its SLA courses. There are now between thirty-five and forty-five courses each semester, with more than a hundred sections of SLA support. End-of-semester student evaluations are conducted every semester, and final grades are used to conduct statistical analyses and comparisons to control groups, department averages, and ACT composite scores. Some of the Ferris results include the following.

- 91 percent of SLA sections had higher (C– or better) pass rates than the control groups.
- 80 percent of the SLA sections had lower failure rates than the control groups.
- 75 percent of all SLA students credit the SLA experience with helping them earn higher grades (one-half to a whole letter grade).
- More than 85 percent of students indicated that they would recommend enrolling in an SLA course as a positive choice to other students.
- About half of the students who attend SLA workshops on a regular basis are voluntary (not required to attend); they want to be there and get the extra help, even if they are doing okay.

- 68 percent of the faculty teaching in the SLA program responded that the SLA improved the learning atmosphere in their classrooms.
- 83 percent of the faculty rated SLA as being effective in helping students understand the course content.
- 90 percent of the SLA faculty have noted an increased awareness of their students' needs due to their participation in the SLA program.
- The percentage of students in SLA sections receiving a C– or better grade range from 4 percent to 35 percent higher than in the non-SLA sections of that same course.
- On average, SLA sections have consistently had a lower withdrawal (W) rate and a lower failure (F) rate than the non-SLA sections of that same course.
- Retention of students who have taken SLA courses has been higher than that of students who did not take any SLA classes. In the beginning algebra (Math 110) class, 42 percent of the SLA students went on to take Math 115 (intermediate algebra) compared to only 35 percent of all other Math 110 (non-SLA) students.

As Ferris State University began to share its eight years of very successful results with the Structured Learning Assistance Program with other colleges and universities that had expressed interest, it was decided to seek funding that might allow us to reach other partner institutions that would be willing to experiment with the SLA model on their campuses. The Ferris SLA model won the TIAA/CREF Certificate of Excellence—Theodore M. Hesburgh Award for "faculty development to enhance undergraduate teaching" in 2000, which encouraged us to further develop the model for possible replication on other campuses. Since the Ferris model has the ability to immediately improve student pass rates and retention rates at all levels of undergraduate education and could also provide help faculty members improve their own teaching abilities, procuring a grant to disseminate the SLA model was the way to go. Ferris was extremely fortunate to be awarded one of only seventy-five FIPSE (Fund for the Improvement of Postsecondary Education) grants in 2001by the U.S. Department of Education. Four partner institutions, each of which had documented significant problems with low course pass rates and low rates of retention of its academically at-risk students, volunteered to participate in the grant project with Ferris.

Although these four partner schools were identified as having similar academic problems as Ferris, they have very different demographic, geographical, and physical environments that make them quite dissimilar from Ferris. If the SLA model could achieve the same successful Ferris levels at very dissimilar schools, there is potential for replication of this model on practically any college campus anywhere in the country. Benedictine University is a small, private, suburban university just outside of Chicago. Its 2,000 students are 78 percent commuters, and 73 percent are of white, non-Hispanic origin. The average ACT composite is 23. Indiana University-Purdue University at Indianapolis (IUPUI) is a large (20,000 students) public, urban university located in downtown Indianapolis. Ninety-eight percent of the students are commuters, and 85 percent are white and non-Hispanic. The mean SAT combined score for IUPUI students is 957. Northern Kentucky University, just across from Cincinnati, Ohio, is a suburban public university with an undergraduate enrollment of 10,000 students. The mean ACT composite of the mostly commuter (91 percent) and white (93 percent) student population is 20. San Jacinto College North, our fourth FIPSE partner, located in Houston, Texas, is a two-year public and urban community college that serves a 53 percent African American and Hispanic student population, with total enrollment of 5,000. San Jacinto reports a fall-to-fall retention rate of only 37 percent.

The FIPSE SLA project started up in fall 2001 with the first SLA courses commencing in the winter/spring 2002 semester. Each partner school designated three high-risk courses in which to run the SLA workshops. Training was provided to the new facilitators and to the SLA faculty involved. Ferris has used an arbitrary rule of thumb that the ideal pass rate for SLA courses should be at least 10 percent higher than the control/department averages. In the first semester of the grant experiment, eleven of the thirteen different courses with SLA workshops offered by the four FIPSE partner schools had positive impacts when compared to the control sections, department averages, and historical three-year averages. Although only three of the thirteen SLA sections actually exceeded the suggested 10 percent pass rate impact, the fact that eleven did better than the control group or historical averages indicates a very good beginning to the replication efforts of the FIPSE grant. The pass rate of one of the courses was 42 percent higher than the control section! Focus group sessions with SLA students and faculty were conducted on each campus to obtain their input about the SLA program. The FIPSE partners are now in the second year of this replication effort. Feedback has been positive, and time will tell of continued success (or failure) of the SLA model in these four dissimilar partner institutions.

John Kowalczyk is Program Director of the Structured Learning Assistance Program at Ferris State University in Big Rapids, Michigan.

Joan Totten is Department Head of Developmental Programs and Curriculum at Ferris State University in Big Rapids, Michigan.

A Better Society through Prison Educational Programming

Kari Lenort, Marty Shepard, and Jan Waller

Introduction

The fact that our country's prison population is growing exponentially is not a bragging point. According to Garry Boulard, in an April 2002 article written for *State Legislatures*: "The United States is not only nearing a historic high as it flirts with a prison population of 2 million, according to a Bureau of Justice Statistics report released last summer, it may also be on its way to a world record. It could match or perhaps even surpass Russia as the country with the highest rate of incarceration. In the United States in 2000 there were 699 prisoners for every 100,000 people." Of course, as prison population increases, the number of people getting out of prison continues to climb. JoAnn Page, director of a non-profit organization that helps recently-released prisoners with the transition from incarceration to society, states that "if an inmate is just released into society with no programs that may have helped them in prison or once released, you are almost stacking the deck against them" (quoted in Boulard, 2002).

Based on the basic principle that attitudes and behaviors can be corrected, correctional facilities continue to provide and expand upon a wide range of educational programming. The chart below outlines the number of state and federal correctional facilities providing education.

All Correctional Facilities

Facilities	Total	Confinement	Community-based
with education programs	1,311	1,090	221
basic adult education	1,118	1,002	116
secondary	1,195	1,042	153
special	496	456	40
vocational training	806	770	36
college	498	452	46
study-release	161	52	109
without education programs	189	106	83

Only a handful of states have community colleges offering prison programming. They are: Illinois, Iowa, Maryland, Minnesota, Nevada, North Carolina, Ohio, Pennsylvania, and Texas. At Riverland Community College we believe it is within our vision and mission to provide a wide range of student-centered educational opportunities to enhance personal growth and community vitality. Riverland Community College has expanded the definition of community beyond its geographic borders to include Minnesota prison populations. Our college has established a partnership with the Minnesota Department of Corrections that may be the last great hope to restore educational opportunities proven to enhance inmates' potential for a healthy, productive life outside prison walls.

Background

Riverland Community College's involvement with correctional institutions began in 1998 when partnering with the Federal Correctional Institution in Waseca, Minnesota. A track record of proven success led to working with the Minnesota Department of Corrections to provide training programs for three state institutions. In alignment with Academic Affairs' strategic plan, the college experienced internal support from faculty and administration to expand and continue programs. In just one year, Riverland has served nearly two hundred students in correctional education. Programming continues to grow annually.

Partnership Arrangement

The college serves as a subcontractor to provide educational opportunities. Our relationship is effective and beneficial due to the fact that the Minnesota Department of Corrections reimburses the college for salary costs, and the correctional institutions cover overhead such as equipment, supplies, and facilities. Riverland's financial commitment includes expenses associated with administration and coordination. Our contract with the Department of Corrections is reviewed and adjusted annually. The contractual relationship states that a portion of state allocation funding will be reinvested in future prison programming, creating the hallmark of our partnership.

Riverland Community College's designated liaison for correctional education is a member of the Training and Development division. This is a natural fit; contracted training is a main focus of that department. Academic Affairs at the college serves as the umbrella under which this program operates by assisting with curriculum development, program approval, and faculty supervision.

Benefits

We are often challenged as to the viability of Riverland's involvement in correctional education. Obvious benefits are economic, societal, and individual.

Educational programs for inmates improve the economy by helping incarcerated individuals prepare for life beyond prison. When they are released, they are equipped to seek productive jobs and ultimately become taxpaying citizens. The value of offering inmates the tools to build self esteem while discovering a fulfilling life should not be underestimated.

In Minnesota, approximately 90 percent of incarcerated individuals return to society. It is comforting to know that those former inmates are now positioned with the skills needed to function well in our neighborhoods and communities.

Strengths

Many factors contribute to the strength of our partnership. High-quality program offerings delivered by competent and dedicated instructors are the backbone of our success. Below is a table indicating growth in Riverland's correctional education.

Prison FYEs (30 credits = 1 FYE)	**1998 FYE**	**1999 FYE**	**2000 FYE**	**2001 FYE**	**2002 FYE**	**2003 FYE**
Cabinetry				6.93	12.13	10.4
Computer technology					13.17	4.4
Press production					0.33	14.5
Greenhouse specialist		7.97		23.43	6.27	4.17
Grounds and turf specialist				8.2	3.53	4.53
Information processing specialist					17.33	6.6
Networking cabling					11.63	3.62
Painting and decorating						
Liberal arts courses (including supervisory management)	12.87	8.83	11.57	9.7	12.5	9.8

Our ability to respond to the Department of Corrections in a timely manner has established a firm partnership. We have also been able to develop appropriate programming at their request. We are a committed team focused on aligned goals and objectives.

Challenges

In times of economic downturn, the ability to obtain adequate financial resources through state funding will be a major challenge. Some challenges are similar to those we face on our campuses every day, such as maintaining industry standards in our curriculum, educational resources, technology, and equipment. The need to explore grant-funding opportunities continues to add to our list of responsibilities. Riverland plans to explore efficient use of distance learning opportunities. Many inmates can learn through on-line courses, telecourses and interactive television. All stakeholders, colleges, correctional officials, and government must work together to identify and expand appropriate programming while maximizing efficiency.

Conclusion

Even though we reach a fraction of the inmate population, our pride extends far beyond our campuses into the harsh reality of prison life. Minnesota, Maryland, and Ohio participated in a three-state recidivism study. The study discovered "that inmates who participated in education programs while incarcerated showed lower rates of recidivism after three years. For each state the three measures of recidivism, re-arrest, re-conviction, and re-incarceration were significantly lower. The employment data show that in every year, for the three years that the study participants were followed, the wages reported to the state labor departments were higher for the education participants compared to the non-participants. Simply stated, we believe correctional education is the right thing to do" (Steurer, Smith, & Tracy, 2001). Not all prisoners should be considered a lost cause.

References

Boulard, Garry. 2002. Unchained remedy: Are community colleges the answer to educating thousands of America's prisoners and turning them into productive members of society? *Community College Week* 14(26): 6(4).

Boulard, Garry. 2002. Leaving prison once and for all: Helping ex-prisoners successfully return to society can greatly improve their chances of staying out of trouble. *State Legislatures* April: 26.

Garmon, John. 2002. The power of prison education. *Community College Week* 14(26): 4(2).

Gehring, Thom. 2002. History of the CEA: The history of correctional education. Available from <http://www.ceanational.org/history.htm>.

Steurer, Stephen J., Linda Smith, and Alice Tracy. 2001. OCE/CEA three state recidivism study, executive summary. Lanham, MD: Correctional Education Association. Available from <http://www.ceanational.org/history.htm>.

Kari Lenort is Customized Training Representative at Riverland Community College in Austin, Minnesota.

Marty Shepard is Dean of Academic Affairs at Riverland Community College in Austin, Minnesota.

Jan Waller is Dean of Academic Affairs at Riverland Community College in Austin, Minnesota.

Assessing the Impact: The AAHE-HLC Collaborative Workshop Project

Kelly Funk

The Higher Learning Commission of the North Central Association and the American Association of Higher Education (AAHE) partnered in June 2000 to present their first joint workshop on assessment. The workshops provide a venue for institutional teams to develop plans and strategies to help them move toward a more comprehensive and shared process of assessment on their campuses. Participants are often asked to evaluate workshops in order to gauge effectiveness and satisfaction. This research project grew from a desire to move beyond traditional workshop evaluations into the realm of assessing the actual impact of the workshop on the college or university campus. Two research questions provided the framework for this project:

1. How successful were workshop participants in being able to affect change on their campuses in terms of assessment?
2. How did the workshop experience impact assessment efforts on their campuses?

Research Design

The first three joint workshops were held between June 2000 and March 2001. A total of fifty-five institutions participated in the first three workshops. Approximately seven months after the completion of each workshop, team leaders were contacted with an explanation of the project and an invitation to participate. The seven-month time frame was chosen in order to allow the workshop teams time to return to campus and put into place plans and strategies developed during the workshop. Participants also needed time to reflect on their experiences. Twenty-one institutions chose to participate, representing 38 percent of all institutions participating during the first year. Team leaders who chose to affiliate with the project took part in a telephone interview designed to determine the success of the workshop and how their campus environments surrounding assessment efforts had changed as a result of participation.

The methods most suitable to any inquiry are those that will most thoroughly and appropriately answer the research questions (Patton, 1990). Qualitative methods are most appropriate when seeking to understand, from another's perspective, the meaning of an experience. The structured interview was the method of data collection because interviewing allows research participants to explain, in their own voices, the meanings of experiences and to identify the most important facets of those experiences. At the same time, the structured nature of qualitative interviewing provides a venue for "a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge" (Kvale, 1996, p. 6).

Data Collection and Analysis

Each participant took part in a telephone interview lasting approximately forty-five minutes. Interviews were not taped; the researcher took detailed notes, and the notes were immediately transcribed.

A number of researchers agree that the first step in attempting to make sense of data from interview transcripts is to read through the collected material in order to get a sense of the overall picture and begin to identify tentative themes (Creswell, 1998; Kvale, 1996; Patton, 1990; Seidman, 1998). Themes and categories arise naturally from the data (Seidman, 1998).

The data were analyzed in two ways. First, the interviews were read as a group to identify major themes and patterns of experience among participants. Second, interviews were grouped according to institutional type and read to determine if there were any differences in experiences or implementation by institutional type. In other words, were the experiences of baccalaureate colleges distinctly different from those of research universities or community colleges? Because that particular analysis yielded no distinct differences, data analysis is presented in an aggregated fashion, using responses from all twenty-one participants.

Results

Overall, workshop participants found the experience to be extremely beneficial and characterized it as successful. It is important to note that only those institutions whose team leaders self-selected into this project are represented in these results. It is impossible to know whether the experiences of those institutions that chose not to participate are similar to those represented here. While it would have provided a richer source of contrasting data to include some dissenting institutions, that did not occur.

Motivation for Attendance

Virtually all team leaders identified "getting motivated" as one of the primary reasons for attending the workshop. Internal motivations stemmed from a general sense that the institution was somehow stalled in the assessment process. While some institutions were looking for a way to move into a new phase of assessment, most were looking for a way "fix" something or move forward from a place of inertia. As one participant phrased it, "We have an interest in the assessment arena but feel like we're really behind." More than half of the institutions participating were either facing an accreditation review in the near future, needed to supply some sort of follow-up report, or had just had a review in which assessment was identified as needing more attention. Whatever the motivation, it was clear that participants were searching for a sense of direction:

> *We were acutely aware that we weren't doing what we needed to do to build a culture of assessment. (participant 1)*
>
> *We weren't sure we were doing the right thing. (participant 2)*
>
> *We've been struggling with what assessment is since its inception in the mid-1990s. (participant 3)*

One participant provided this summative comment: "Basically, we were in trouble."

From Inertia to Success

The same participants who were looking to the workshop as a catalyst for their institutions to somehow move forward also overwhelmingly identified their transitions back to campus as successful. Only one institutional team leader reported an inability to sustain the momentum generated during the workshop. Two other institutions reported being stalled in the implementation stage. They were in the midst of leadership changes in key positions or merely shepherding the assessment plan through normal institutional governance processes. These institutions did not characterize themselves as being unsuccessful, but instead as merely on hold for a period of time. The participants felt confident that they would be successful as soon as the plans could be implemented.

The most salient feature about success on campuses was reflected in how institutions defined success. Even though they had participated in a workshop based on a model for movement through stages, participants generally did not reference that model as a benchmark for being successful. They also did not speak in terms of "doing it right" according to someone else's standards, even though they had identified their motivations for attendance as better understanding assessment and the expectations for implementation on their campuses. Instead, they defined success as it related to their own campuses, to their own plans, and to what made sense within their institutional contexts. More specifically, institutions defined success in the following three ways.

First, participants cited an increased awareness of assessment on their campuses as evidence of success, along with more active participation by faculty. One participant spoke about faculty ownership, saying "I heard the faculty senate president say 'this is our responsibility. This is our job to be doing this.' There's a deeper and stronger sentiment now." In all, eighteen of the twenty-one participating institutions talked about an increased awareness and understanding across campus.

The second way the assessment efforts were defined as successful was as a better-defined sense of responsibility for assessment. Institutions reported such things as a restructuring of the assessment committee with more direct ties to academic leadership. In some cases an assessment office had been established, or a particular person was named to coordinate the assessment efforts across campus.

And third, success was defined as being able to implement the plan developed at the workshop and meeting the goals established in that plan *as they were appropriate for the institution.* As one participant said, "We could tailor make our questions and issues to fit our own situation and institution." Another put it in these terms: "It's good to just focus on your assessment program, rather than trying to adapt others' programs to your institution." And a third participant said, "We got confirmation that it was okay to do things that were meaningful to us."

Building Confidence

As previously discussed, most participants felt they had been successful in moving assessment forward on their campuses. But how, exactly, was the workshop instrumental in helping move institutions forward? As one participant said, "Anybody can push a cart down a railroad track. It's getting it going that's difficult."

The overall theme that emerged from the data was that confidence served as a catalyst for successful implementation. What participants reported most often was that the workshop gave them a sense of confidence about assessment that was different than anything they could have gotten from a conference or from reading materials or even individual consultations on their own campuses. That sense of confidence came from several sources that coalesced during the workshop; they were able to return to their campuses with that sense of confidence intact.

First, the workshop provided participants with a forum in which to compare their assessment experiences with the experiences of other institutions.

> *It's helpful to hear from other institutions that they don't feel like they're doing all that great in assessment either. (participant 1)*
>
> *It's really useful to have other types of institutions there. It's really powerful to see what others are doing. (participant 2)*
>
> *Get as much as you can out of the different institutions at the workshop. (participant 3)*

Second, the workshop provided a venue in which institutions could use concentrated time to focus on assessment. In talking about assessment, one participant said, "These are all things we've read about. We know all this. But the workshop really gave us a way to focus." A second participant categorized it by saying, "I don't think we wouldn't have progressed without the workshop, but they got us to look at where we wanted to go and how to get there. We would have gotten somewhere but it wouldn't have been specific." Over and over again, workshop participants cited the ability to hone in and focus on the issues surrounding assessment at their own institutions as one of the most important features of the workshop.

The ability to spend concentrated time focusing contributed to the successful efforts on campus because those institutions reporting success were also reporting the development of a plan for how to get there. Developing a finished product was part of the workshop expectations. Having a plan to take back to campus was invaluable because the work was done, or almost done, before participants returned. They had a structure upon which to focus, which made implementation easier.

> *It helped us identify things. And the plan—we wouldn't have done it otherwise. We did it ourselves. It crystallized a lot of knowledge for us. (participant 1)*
>
> *There's a better sense of direction. We have a better vision of how it all fits together. We have a better vision and inspire more confidence. (participant 2)*
>
> *We learned how to plan more effectively. And it enhanced our confidence. It helped speed things along. (participant 3)*
>
> *We have a plan, and we share it at every function we have. (participant 4)*

The Team Structure

While the workshop provided a venue for teams to build plans and gain confidence, the single most important aspect of the workshop process was the team structure itself. Institutions cited the team concept as the most salient feature in allowing them to successfully transition the product from the workshop into the implementation on campus. "Usually you go to conferences and get excited, but it's hard to come back and motivate the whole campus. But with five of us we were able to do that."

> *We were able to come back and implement a few ideas we had without a lot of stress from the faculty. And it's not that common to implement ideas from professional meetings. It was easier to get ideas implemented because we had a team and it wasn't just one person's idea." (participant 2)*

Having more than one person crafting and presenting the plan helped sustain the momentum generated during the workshop and also assisted in establishing credibility. It was not one single member of a campus community attempting to share good ideas gleaned from a conference. It was a team, who had been sent to a workshop with a purpose, returning to campus to implement a plan.

The makeup and structure of the team also emerged as an important feature for success both at the workshop and in implementation on campus. Team leaders identified several features that made the team structure successful and that were critical to successful implementation.

First, the teams that had met prior to the workshop and spent some time working together were most able to utilize the workshop time effectively. Spending some time getting to know one another was particularly helpful if the team members had not worked together previously. Second, the team was able to learn how members worked together as a group. "Get the team together prior to the workshop and begin to kick around the questions before you come. That way you're already thinking and acting like a team before you get there." Third, they were able to verbalize expectations prior to the workshop. "It's a good idea to meet before you go to think about what you want to accomplish." As another participant put it, "I think that we started off not being as effective as we could have been. We sort of mirrored the transitions that have to take place on campus. We had different visions of what our task was. After we clarified that, we became more effective."

Second, the makeup of the team was also important. The team needed to be diverse both in terms of who the members were and the attitudes about assessment they represented. "When we put together the team we made a conscious decision to be diverse—we had members with very different attitudes about assessment. We weren't a team of individuals who would necessarily line up with each other right away on any issue."

Most team leaders spoke about the importance of diversity and viewed the diversity as a benefit: "One of the advantages was we represented different programs and departments and different levels of understanding of assessment." Another participant had this advice for institutions thinking about the workshop: "Make sure the team is able and willing to represent a broad spectrum of the university. It shouldn't be just administrators or faculty or assessment enthusiasts." And finally one participant said, "It was difficult because of the diversity of the team. But that was also its strength."

Having members with different viewpoints and attitudes was seen as essential; however, most participants also quickly pointed out that a team member who was completely against the assessment process would not be an asset: "You don't want converts and nothing but converts...but definitely not someone who is saying 'why do we need to do this anyway?'" Just as quickly dismissed was assembling a team composed only of people who were proponents of assessment. "If you send only those who love assessment, forget it. It won't work to stack the committee."

Including both faculty and administrators on the team was instrumental in successful implementation on campus. "It's important to show administrative support." Another participant who happened to be an administrator also cited her presence as representing institutional support for assessment:

> *They felt huge administrative support and buy-in because I was there. I was getting up early and staying up late with them to work* on this project. That bonding made a difference to them. Their work would not be in vain. (participant 2)

The faculty leadership was important because it allowed the assessment plan to be faculty driven and, consequently, faculty supported.

> *The faculty who were at the workshop realized that you could do assessment and that people were doing it. They were able to change the attitudes and spread the word around that, yes, it's being done. (participant 1)*

> *It's important to have the appropriate faculty representation. This is now a faculty-driven process, and the faculty who went to the workshop weren't known as being proponents of assessment. (participant 2)*

> *Make the team faculty led. It has to be driven by the faculty. Administrators give suggestions. But it's faculty driven. I'm amazed at how far we've come. (participant 3)*

Conclusions

Those who participated in this research project reported an overwhelmingly successful transition back to campus. In general, the workshop venue allowed them time to craft assessment strategies and plans that they were then able to implement on their campuses. The workshop contributed to successful implementation by helping participants develop a sense of confidence about assessment in general and their own plans in particular. The team structure of the workshop was particularly helpful in making the transition from the workshop setting back to campus. The teams that were most effective were those with both faculty and administrators.

References

Creswell, J. W. 1998. *Qualitative inquiry and research design*. Thousand Oaks, CA: Sage Publications.

Kvale, S. 1996. *InterViews: An introduction to qualitative research interviewing.* Thousand Oaks, CA: Sage Publications.

Patton, M. Q. 1990. *Qualitative evaluation and research methods.* Newbury Park, CA: Sage Publications.

Seidman, I. 1998. *Interviewing as qualitative research*, 2nd ed. New York: Teachers College Press.

Kelly Funk is Director of Assessment at Michigan State University in East Lansing.

Creating an Institutional Culture of Collaboration

Intra-Institutional and Inter-Institutional Collaboration

Teagle-funded Grant Activities—Summary of Three-Year Highlights

August 1999–August 2002

Marguerite Bennett

Introduction and Task-Force Planning

The Mount Vernon Nazarene University (MVNU) president appointed a cabinet-level administrator to serve as coordinator of the Teagle Foundation grant promoting intrainstitutional and interinstitutional collaboration and also appointed a steering committee consisting of the coordinator, the provost/vice president of academic affairs, and the vice president for finance and management. The coordinator's responsibilities were to lead the Collaboration Task Force (CTF), counsel the president, and serve as a resource for the administrative cabinet and campus community. Fifteen people—including six faculty and three staff members—were appointed to the Collaboration Task Force in August 1999. The CTF was charged with identifying, modeling, and promoting collaboration among members of the campus community and approving faculty and staff travel to selected institutions for on-site visits and consultation. The CTF began meeting in September and met as a team at least monthly throughout the three-year grant period.

Effectively communicating the task force's plans and activities to the campus was a high priority. It was routinely achieved via *Bits N Pieces*, the president's monthly campus newsletter; written and verbal campus-wide announcements; and personal announcements at on-campus meetings; as well as through flyers and e-mail. The administrative cabinet and board of trustees received at least semiannual updates of the collaborative accomplishments and were invited to discuss plans and activities for each new grant year. The president was highly involved in and supportive of all collaborative initiatives; he frequently publicly shared his dream for the future and his desire for collaboration to be a major strategic goal of the university. His vision was for the university to strongly embrace a *"culture of collaboration."*

Ongoing Campus-Wide Communications: Faculty, Staff, Trustees, Senior Administrators, and Constituents

The CTF kept collaboration before the campus community in a number of ways. Faculty and staff routinely received e-mail, voice mail, and hard copy messages advertising weekly dream sessions, workshops, and other special events. Minutes, notes, clipboard comments, and digital pictures from workshops were provided on the computer network. Notebooks of collaborative materials were compiled for workshop attendees, and project booklets were constructed to provide the highlights and accomplishments of the funded mini-grant projects. Throughout the year the director of campus communications included collaboration features in the monthly campus newsletter, *Bits N Pieces*, and in several editions of the quarterly alumni and constituent news piece, *The Time Is Now*. Also, at least one of the mini-grant projects was the focus of a divisional seminar for faculty, staff, and students. For example, slides, faculty commentary, and student testimonials of the pre-med, computer science, and psychology participants in the Papua New Guinea collaborative project were the focus of the Natural Sciences Spring Seminar.

The CTF kept the MVNU board of trustees involved in the collaboration initiative by providing board meeting updates. The coordinator routinely presented a summary of funded projects and planned MVNU collaborative events at both the fall and spring board meetings. The CTF also met with the administrative cabinet to foster better understanding of collaborative initiatives, to communicate its goals and its plans for campus events, and to encourage cabinet members' continued support of and involvement in collaboration.

Weekly Dream Sessions and Collaboration Mini-Grant Proposals

The Collaboration Task Force sponsored weekly dream sessions throughout the fall and winter of each grant year. Staff and faculty ate pizza together and expressed their dreams for the university. People who had only vague ideas were given some direction and suggestions to bring their thoughts into focus. Several were able to connect with others with similar interests. A number of attendees wrote and submitted proposals to obtain mini-grants to fund their ideas. As a result of the dream sessions and the various campus-wide communications encouraging collaborative efforts, many proposals were completed and submitted for consideration. The task force approved a total of twenty-eight different projects, and more were expanded and approved for additional funding in subsequent years. During the first year the CTF developed a formal proposal application, a mock proposal (model), and a scoring rubric that greatly assisted in the process by standardizing the submission and evaluation process and by providing helpful resources to potential facilitators. (These resources were made available in both hard copy and electronic formats to all faculty and staff.) The mini-grants' goals and achievements were compiled and summarized in *Collaboration Summit Project Booklets–Progress Highlights and Accomplishments 1999–2002.*

Collaboration Workshops, Summits, and Special Events

Fall faculty-staff workshops and spring campus-wide collaboration workshops were conducted during each of the three grant years. Initially, faculty and staff broke into small groups to discuss how the mission might best be implemented in the future. Topics included defining *campus*; influencing long-term student development; educating holistically; integrating a distinctively Christian lifestyle within lectures and lessons; promoting student dialogue and problem solving across disciplines; facilitating out-of-class interaction between faculty and students; acknowledging appropriate effects of and need for global technology; and emphasizing the role of spiritual gifts in students' maturation, development, and career satisfaction. The faculty also identified a number of ideas about how to better work together to conceive, create, and nurture curricular changes.

The spring campus-wide collaboration workshops featured special speakers such as Michael Winer, the co-author of the *Collaboration Handbook*; Jeff Miller, a fellow with the Robert K. Greenleaf Servant Leadership Center; and Rodney Napier, president of The Napier Group. In preparation for each workshop, task force members immersed themselves in speakers' publications and suggested literary studies, including the *Collaboration Handbook*, the Servant Leadership Reading and Dialogue Series, *The Servant Leader and The Institution as Servant*, and "Metamorphosis—Strategic Change in Higher Education," from *NACUBO Business Officer*, January 1998. Also, a special luncheon-workshop was held during spring 2000 for Knox County business leaders.

Collaborative project facilitators reported on the progress or results of their mini-grant projects during campus-wide collaborative summit luncheons each spring. They were encouraged to tell their stories and celebrate their successes. The presentations varied from elaborate accounts using presentation software and video clips to brief summaries of achievements. At each spring summit, ten or more presenters typically shared their projects. *Collaboration summit project booklets* (including brief summaries of the mini-grant project goals and outcomes) were constructed and distributed to participants each year.

At the close of the second grant year, a half-day interinstitutional collaboration workshop immediately followed the USA/Canada Nazarene Faith, Learning, and Living Conference. The Faith, Learning, and Living Conference, which takes place once every five years, allows all faculty members from the eleven Nazarene institutions in the United States and Canada and all international Nazarene universities and seminaries to share papers, keynote sessions, and dialogue. The theme and logo selected for the collaboration workshop was "Common Mission—Joining Hearts, Minds, and Hands." Michael Winer returned to campus as the keynote speaker. Conference attendees and MVNU faculty and staff were extremely positive about the workshop, indicating that it had been "well worth the extra time" after the formal three-day conference concluded.

The Culminating Event

A final regional conference, Working Together for Positive Change, was held at the end of the grant period on September 14, 2002. The conference included a variety of special speakers and small-group activities, including refereed off-campus presentations from eight colleges and universities; a presentation by MVNU's task force titled "Collaboration—Dreaming, Scheming, Achieving" that illustrated the university's collaborative accomplishments and lessons learned; a nationally renowned keynote speaker and interactive workshop facilitator, Dr. Rod Napier; and closing remarks from the former president of the Teagle Foundation, Mr. Richard Kimball. All participants received a copy of the in-house publication and three-year summary of MVNU's collaborative projects. The summit was truly a celebration of collaboration success stories and provided a rich avenue for interaction and learning.

The summary of conference evaluations showed that at least 96 percent of participants agreed or strongly agreed that the conference was a worthwhile experience: that it helped them learn about collaboration, was informative about the practicalities of collaborative processes, and provided useful information that would help them collaborate at their home institutions. More than half of the participants indicated that collaboration had been difficult at their home institutions and that collaboration had been successful at their home institutions. Nine of ten participants reported that they found the collaborative process to be worth the effort. Respondents shared their thoughts about the factors they believed to be involved in successful collaboration. The following were sample comments: working with all players so that each feels valued; adequate resources for sustainable funding; involving all stakeholders, communication, teamwork; communication and cooperation; openness and respect, bottom-up processes, resources of money and time; open-minded—not a "me-first" attitude; patience with the process and not expecting it to be a quick fix; administration support; everyone needs to have a say—even if the ideas aren't good or accepted; a safe environment where job security is not threatened; lack of fear factor and increased transparency in decision making; good people, character, and integrity are the key issues; communication and giving up "rights"; trust, communication, information, shared visions and goals; adequate time; trusting and valuing each other and their ideas. Participants also offered suggestions for the future. They wished the concurrent sessions had been repeated so they could have attended more than one; they thought that Saturday was not the best day for a conference; they praised the keynote speaker and workshop facilitator; and they suggested following up on the designs and good ideas generated by the small groups.

Accomplishment of Grant Goals

The mini-grant collaborative projects and task-force-sponsored activities have been summarized above. The task force has developed expertise in evaluating MVNU's collaborative efforts, in processing mini-grant proposals, and in planning collaborative events. Employees' collaborative understanding, acceptance, and initiative are growing. Progress has been slow for some departments and some individuals, but a nucleus of faculty and staff are beginning to routinely think and act collaboratively. An institutional audit was conducted by the task force to evaluate the degree of fulfillment of the goals and objectives committed through the grant. In addition, all the key facilitators of mini-grant projects were asked to respond to a series of evaluative questions about their collaborative experiences and to share what they learned. Their insights, entitled *A Summary of Responses to Questions and Reflections on Your Collaboration Experiences with Regard to Your Facilitation of a Mini-Grant Project*, were compiled and will be used to improve future initiatives.

A review of the mini-grant projects (both funded and proposed) demonstrated how MVNU has enlarged its horizons to include other institutions, organizations, and entities in order to better accomplish its mission. The institution has broadened its influence beyond its own walls and geographic boundaries. Collaborative partners have expanded their educational vision and pursuits to fulfill shared dreams, passions, and missions. CCCU (Council for Christian Colleges and Universities) institutions, Nazarene faculty across the country, community churches within greater Knox County, Christian schools in Ohio, and a foreign university represent some of the new partners that have been recruited in collaborative efforts. In addition, MVNU faculty and staff continue to discover and implement new ways of working together for the benefit of students. There has been a steady increase in the creativity and motivation of faculty and staff to form new alliances to accomplish their goals.

Mount Vernon Nazarene University gratefully acknowledges the monetary support received from the Teagle Foundation. The university recognizes the significant impact and benefit that the special funding has had upon the institution by providing the seed money necessary to facilitate and energize the collaborative culture and anticipates that this positive effect will be continued in the future.

Marguerite Bennett is Director of Institutional Research and Planning and Professor of Mathematics at Mount Vernon Nazarene University in Mount Vernon, Ohio.

Building the Essential Partnership: Organizing for Student Engagement

Jack P. Calareso and Richard E. Farmer

Overview

In recent years, renewed attention both within and outside of the academy has been given to the centrality of holistic student learning to the mission of higher education and the efficacy of liberal education. A critical element in this discussion has been a call for the integration of the academic and student affairs units of our institutions. However, the philosophical commitment to collaboration and holistic education requires structures and organizational models that facilitate planning, implementation, and accountability. This session will describe a successful model to achieve such an integrated approach to holistic liberal education and the fundamental principles necessary to effect change. The significance of this model is two-fold. First, quality education correlates to an integrated and holistic approach. This is central to the undergraduate experience, especially at institutions that value liberal education. This presentation reflects this philosophy and these values. Second, this presentation moves from rhetoric to reality. It demonstrates how an institution can actually implement this philosophy with an organizational structure that facilitates collaboration and provides the framework for program development and accountability.

Student Engagement

University undergraduate holistic education involving the integration of academic and student affairs units is a deliberative process designed to achieve intellectual and professionally oriented learning coupled with personal growth and development. Ohio Dominican University has developed a method of holistic education by integrating the academic affairs and student development functions, organized under the auspices of the Office of the Executive Vice President. Unified through the student engagement model, the intent of the university's efforts is to broadly and liberally educate women and men by recognizing that there are many academic and student life activities that, when purposefully organized, constitute a meaningful holistic educational experience.

Two variables are critical to the success of these efforts. They are

- Conceptual issues designed to develop common understandings
- Structural issues designed to put into operation the process of engagement

Conceptual Issues

Several conceptual issues were immediately apparent. First, there was the need to identify and develop common terminology that supported the efforts. Most notable was the translation of the idea of student affairs to the broader concept of student development. The former almost exclusively involves traditional student-related functions such as housing, student activities, athletics, and the like. The latter takes a more comprehensive approach, stressing the "development" of the individual as both student *and* person. The development approach also requires all student development staff to view themselves first and foremost as *educators*, and secondarily as coaches, activities directors, or residence life staff. Furthermore, it requires a common understanding that faculty and student development professionals are peers, partners, and contributors to the holistic educational experience.

Second, there was a need to develop a conceptual framework by which both faculty and staff could understand their ever-broadened role as educators. This was especially the case for faculty members who needed a method for understanding their role in the emerging student development process. In order to create this framework, a small number of faculty and student development staff were brought together for a series of discussions about the nature of holistic and transformational education at the university. These discussions were based on three questions:

- What do we want our students transformed to by the time they graduate?
- How do we transform students?
- What do we need in order to create a process of transformation?

From these conversations, the concept of student engagement emerged. This concept focused on a variety of student-related actions and activities that collectively were thought to engage students in the life of the institution:

- Faculty mentoring
- Staff mentoring
- Organized instruction
- Academic programming (e.g., trips, lectures, plays, debates)
- Athletics and intramurals
- Informal interactions with faculty
- Teaching expectations
- Community service
- Service learning
- Liturgy, worship, and prayer
- Rituals and ceremonies
- Recognitions (e.g., dean's list, honors)
- Student clubs and organizations
- Student activities
- Experiential learning (e.g., internships and field placements)
- Role modeling
- Communal living
- Student's informal interaction with members of the community (e.g., staff, students, alumni)
- Core curriculum

These many activities and actions fall into several broad categories of what was termed *engagement elements*:

- Formal instruction
- Student mentoring by faculty and staff
- Extensive utilization of co-curricular activities
- Development of campus community life
- Emphasis on informal interactions between faculty and students

As these engagement elements were synthesized, the student engagement model developed. This model has three systems-like dimensions. The first dimension is inputs. This concept recognizes that a variety of elements contribute to the development of holistic or engaged learning. These range from faculty, students, and staff to families, peers, values, and expectations.

The second aspect addresses the transformation of the inputs into the engagement elements. As detailed above, these elements include organized instruction, mentoring, community service, athletics, communal living, etc.

The third and final aspect documents specific accomplishments of the student experience. These outcomes or accomplishments range from general knowledge accumulation and content competency in a specified discipline, to cultural and aesthetic appreciation and the ability to embrace diversity, to a commitment to spirituality and wellness, personal independence, positive morale, and a belief in ethical behavior.

Structural Issues

Developing language to incorporate a holistic orientation toward the education of students and the creation of a model for understanding the complex dynamics associated with this is but the first of several steps to actual implementation of student engagement. Creation of real and sustained structural changes within the organization is necessary to move the process of engagement to operation. At Ohio Dominican University, several steps have been undertaken to achieve these changes.

First, the Office of the Executive Vice President was created in order to provide the specific leadership and create the supervision necessary to unify the efforts of many campus offices. There is an ontological hierarchy in higher education that typically places academic affairs in a position of superiority. Holistic education and co-equal responsibility as educators require a systematic approach that reflects this balance. Reporting to the Office of the Executive Vice President are the vice president for academic affairs and the vice president for student development. While still members of the president's cabinet and senior administrative officers of the university, these two vice presidents are now in a combined administrative unit whose sole function is student engagement. This structure creates an environment of mutual identification and close cooperation with the development and implementation of goals, objectives, and strategies. It also facilitates communication and models the level of cooperation and collaboration expected from the faculty and student development staff.

Additional steps relate to operational functions. Planning and assessment of student engagement are shared and collaborative responsibilities. While individual academic divisions and student development offices retain their responsibility for personnel review and program assessment, an institutional planning and assessment process engages academic affairs and student development personnel in a process of mutual activity and accountability. The efficacy of the educational and transformational processes at Ohio Dominican is both the responsibility and the result of an integrated approach to planning, implementation, and assessment of programs and services throughout the institution.

Conclusions and Implications

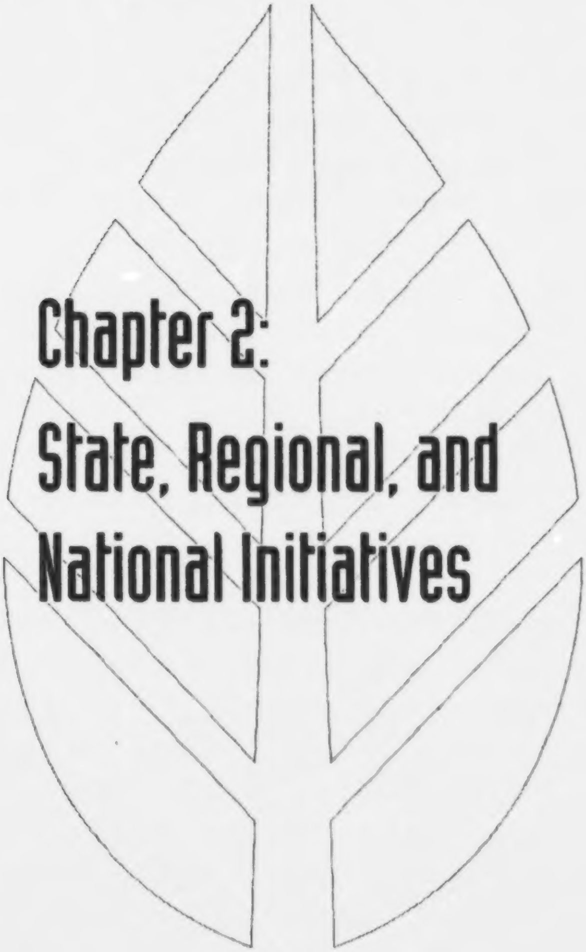
In order to successfully move holistic education from theory to practice, the Ohio Dominican University experience has demonstrated the need for several types of activities. First, there is the need to develop a set of common understandings among those charged with implementing the concept. This is to suggest that there is the need for understanding and agreement about goals to be achieved and processes utilized among both faculty and staff. Second, structural changes are necessary in order to provide the executive-level leadership necessary to effect the implementation. Changing the structure by creating a single responsible administrator with the requisite authority to implement the concept is the key ingredient of success.

Jack P. Calareso is President of Ohio Dominican University in Columbus.

Richard E. Farmer is Executive Vice President of Ohio Dominican University in Columbus.

A Collection of Papers on Self-Study and Institutional Improvement, 2003

Volume 1: Establishing and Sustaining Effective Connections



Chapter 2:
State, Regional, and National Initiatives

The Higher Learning Commission

A Commission of the
North Central Association
of Colleges and Schools

NCA

Restructured Expectations: Building New Partnerships for Learning

Program of
The Higher Learning Commission

108th Annual Meeting of the North Central Association

April 13 – 16, 2003 • Hyatt Regency Chicago

The Vocabulary of Student Outcomes: Razing the Tower of Babble

Trudy Bers, Norval L. Wellsfry, T. Dary Erwin, and Trudy Banta

The Tower of Babble in Speaking About Student Outcomes

Colleges and universities across the country have a long history of assessing student outcomes in order to provide faculty and administrators with information about what students are learning. In the past decade expectations and demand for assessment have grown from external constituencies as well as internal ones. External constituencies for this information include accrediting associations, state governing and coordinating boards, federal agencies, legislators at the state and federal levels, parents, employers, the press, and others. Internal constituencies include faculty, administrators, and staff seeking to improve teaching and learning as well as to respond to accountability and reporting requirements from outside groups.

A challenge for those engaged in assessing and reporting on student outcomes is to use language that is clear, that is defined in the same way by all parties, that is not overly technical, and that conveys meaning to both lay and professional audiences. Policymakers are impatient with discourses on why it is difficult to measure and report student learning outcomes, yet too much simplification risks misleading people about the diverse nature of higher education and students and the realities of the task. Nationally, there continues to be confusion.

In 2000 the National Postsecondary Education Cooperative (NPEC) brought together a group of assessment experts from postsecondary education and the government to begin exploring the feasibility of identifying the commonly used vocabulary of student learning outcomes, to attempt to reconcile disparate meanings and terms, and to identify key issues related to measuring and communicating student outcomes information to a variety of audiences. Presenters at the Higher Learning Commission Annual Meeting session, "The Vocabulary of Student Outcomes: Razing the Tower of Babble," participated in these discussions.

Some Issues Associated with Communicating Student Outcomes Information

As the National Postsecondary Education Cooperative group considered the need for a common vocabulary about student outcomes, a number of issues became evident. They are summarized briefly below.

- **Audiences.** As noted above, there are many audiences (constituencies) for student outcomes information. They differ along such dimensions as technical proficiency, purposes for which the information will be used, importance of the information to them, and time and willingness to read longer reports.
- **Context.** Terms that appear on the surface to be clear and consistent in meaning may, in fact, differ based on the context within which they are used. For example, to the K–12 audience, the term "*retention*" typically means that a student repeats a grade—is held back. To the postsecondary audience, the term "*retention*" typically means that the institution continues to enroll a student from one term to the next. Thus "high rates of retention" are generally negative for the K–12 audience and generally positive for the postsecondary audience.
- **Institutional mission.** A learning outcome relevant to one type of college or university may not be germane or important to another, yet nationally this appears to be a difficult concept to convey. For example, a selective private liberal arts college may emphasize preparing students for graduate school, while an open-enrollment commuter community college may emphasize preparing students for employment, even without a degree. For the former school, the percentage of students who graduate is important because having a bachelor's degree is a requirement for entering graduate school. For the community college, the percentage of students who graduate is usually a poor indicator of the success of students in preparing for employment because, except for a few fields, such as nursing, an associate degree is not a required credential.
- **Institutional outcomes and student learning outcomes.** In the higher education community, terms such as "*institutional outcomes*" and "*institutional effectiveness*" have become common. There are many institutional outcomes or indicators of

"effectiveness," such as number of graduates produced, faculty publications, and grants obtained. Student learning outcomes are one, but only one, component of the broader construct of institutional outcomes. They intersect when an aggregate measure for the institution, such as satisfaction of graduates or percent of completers who pass licensure examinations, is derived from student-level data.

- **Timing.** Like the public corporation that measures its performance by quarterly results rather than longer-term accomplishments, so, too, some audiences may want to measure student learning outcomes by immediate results even when that learning won't be revealed or come to fruition until a longer time has elapsed. For example, a common objective in many institutions is for students to acquire the skills to continue to learn even after they complete formal degrees. But measuring this competency can occur only after time has elapsed, which conflicts with demands for immediate measures. Ideally, in examining student learning outcomes, both short-term and long-term objectives should be identified, measured, and reported.
- **Sources of data and information.** There are many sources of data and information about student learning outcomes. These include institutional student databases, data retained at the departmental or instructor level, and national databases such as the National Student Clearinghouse. Data and information from various sources may not be readily accessible or capable of being combined in a meaningful way. For example, state agencies that administer licensure examinations may not report back to a college about the test results of its students, or may report back only aggregate results (summary number of test-takers and percent that passed), thus not permitting the institution to link licensure results with data about which courses a student has taken and how the student fared in those courses. Yet, it seems essential for program improvement for a college to be able to identify courses that do not seem to give students the knowledge and skills required for successful performance on licensure examinations.
- **Measurement complexities.** There is no question but that measuring student learning outcomes is complex. In communicating outcomes results to varied constituencies, institutions and assessment professionals are continually challenged to find a balance between explaining measurement approaches and limitations, and not overwhelming audiences that care only or primarily about results, or "the numbers."

Student Outcomes Vocabulary

Communication about assessment and student outcomes sometimes uses multiple terms to refer to the same concept or the same term with different meanings. In true innocence, individuals participating in discussions may misunderstand one another because they do not stop to check whether they are sharing a common vocabulary and common definitions of terms. Thus a major step forward in communicating about student outcomes is to clarify the definition of terms and then to use each term consistently. To move this attempt forward, the Center for Assessment and Research Studies has developed a vocabulary of commonly used terms related to assessing student outcomes. The terms in this dictionary were selected from regional accreditation and state assessment guidelines; from selected presentations at the Assessment Forums of the American Association for Higher Education; from a group of policymakers, government officials, assessment practitioners, and testing company representatives; and from Center for Assessment and Research Studies faculty and graduate students at James Madison University. The vocabulary is available online at ‹http://www.jmu.edu/assessment/dictionary.htm›. The user may search by term, definition, or both. Each entry includes the term; cross-reference or synonym; three levels of subject categorization; definition; and references, where applicable.

Notes

[1] This paper is based largely on the unpublished paper *Uses and Misuses of Student Outcomes Information in Postsecondary Education*, prepared by Robert Wallhaus for the National Postsecondary Education Cooperative (NPEC), Washington, D.C., September 2002.

[2] The National Postsecondary Education Cooperative (NPEC) is a voluntary partnership of postsecondary institutions, associations, agencies, and organizations. NPEC's mission is to promote the quality, comparability, and utility of postsecondary data and information that support policy development at the national, state, and institutional levels. NPEC is funded by the National Center for Education Statistics (NCES), U.S. Department of Education.

Trudy Bers is Senior Director of Research, Curriculum, and Planning at Oakton Community College in Des Plaines, Illinois.

Norval L. Wellsfry is Professor at Cosumnes River College in Sacramento, California.

T. Dary Erwin is Associate Vice President of Academic Affairs for Assessment and Professor of Psychology at James Madison University in Harrisonburg, Virginia.

Trudy Banta is Vice Chancellor for Planning and Institutional Improvement at Indiana University-Purdue University at Indianapolis.

Engaging in Measures of Student Engagement: Using NSSE Data to Build a Shared Understanding of Assessment and Institutional Priorities

Kathleen Carlson, Christopher Chalokwu, and Steven Murphy

How NSSE Became a Shared Institutional Tool

The National Survey of Student Engagement (NSSE) is an institutional cornerstone for assessment and planning at Saint Xavier University (SXU), Chicago. Our involvement with NSSE began in spring 2000, when it was first offered to the American higher education community. The findings, returned in a comprehensive report that included benchmark scores in five primary areas of campus life, received mixed reactions. While some of the findings from the first wave of NSSE were gratifying and reassuring, such as high levels of academic challenge and campus support, other findings were not so positive. A few skeptics from our university challenged the validity of NSSE survey data that are gathered from relatively small institutional samples of undergraduate students. Since our local response rates were lower than the national average, some questioned whether we could or should use these data in our assessment activities. Are the NSSE data truly representative of our undergraduate population when only 40 percent of the SXU-sampled students responded? Despite these misgivings, we did sign up for a second round of NSSE in spring 2001 at the behest of our vice president for enrollment and student services. Concurrently, a campus-wide student needs assessment committee elected to replicate several NSSE survey items in a local instrument geared to measure broader aspects of student interests and opinions. A much larger and more robust sample of undergraduates answered a few select items from NSSE embedded in a larger homegrown instrument. The local response rate was quite high (85 percent), and the local sample constituted a good representation of our student population. Much to our delight, the results from our local survey replicated the first round of NSSE findings for the items duplicated locally. By summer 2001, we had a greater sense of confidence in the credibility and reliability of the NSSE instrument.

The second round of NSSE findings that arrived on our campus in August 2001 replicated the basic findings from the first year. Skepticism about this instrument's reliability receded, and a new and more vigorous review of NSSE began in September 2001 soon after the arrival of a new vice president for academic affairs, and soon after Saint Xavier's participation in a special assessment workshop co-sponsored by the AAHE and the Higher Learning Commission. Thanks to the efforts of Peggy Maki (AAHE), Cecilia López (Higher Learning Commission), and others associated with the development of this workshop, our team of faculty leaders and administrators found a renewed sense of hope, interest, and commitment to the goal of shared assessment practices. For the purposes of reinvigorating faculty and staff in new assessment initiatives, the NSSE instrument proved to be the right tool at the right time. Prior institutional attempts to galvanize faculty for assessment activities faced intense internal resistance against the use of standardized instruments. Some standard surveys were rejected because of too much emphasis upon "measures of satisfaction" that may have little bearing on the true work of teaching and learning. Other instruments were deemed to be too theoretical or too removed from day-to-day campus realities to be of any practical use. Still other instruments lacked external yardsticks for meaningful comparisons and interpretations. NSSE, however, addressed all of these concerns, and by the time the academic year 2001–2002 had ended, NSSE data had been part and parcel of many spirited, thought-provoking discussions on the part of board members, executive managers, faculty leaders, and staff. In the wake of these discussions, plans were made to improve campus support services, to expand co-curricular activities, to create new opportunities for faculty-student interactions, and to foster more collaborative and common learning experiences among undergraduates. It became clear that NSSE had become a primary tool for assessment and planning activities at Saint Xavier University. Our session at the 2003 Higher Learning Commission Annual Meeting will demonstrate how NSSE data can help promote a shared understanding of university assessment and institutional priorities.

The Origins and Purpose of NSSE

NSSE was born in 1999 when the Pew Charitable Trusts awarded a $3.3 million grant to a team of researchers who were well acquainted with decades of research about educational practices and activities correlated with positive learning outcomes. According to Professor George Kuh, the principle architect of NSSE:

> Student engagement represents the intersection of time and energy students devote to educationally sound activities and the policies and practices that institutions use to induce students to take part in such activities. It's a deceptively simple premise: the more students do something, the more proficient they become (National Survey of Student Engagement, 2002 Annual Report, p. 8).

Survey items were selected in accordance with principles of good practices in undergraduate education as outlined by Chickering and Gamson (1987): student-faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect for diverse talents and ways of learning. The NSSE instrument was designed to collect evidence of the extent to which students are engaged in such practices at two key points in the undergraduate experience: the first year in college and shortly before graduation. From the inception of NSSE, the goal was to have colleges and universities do more than simply participate in the survey and gather measures of student engagement as a proxy for quality or an alternative to college rankings. NSSE's founders hoped that colleges and universities would actually use their findings as a catalyst for institutional improvement. To this end, the NSSE project office at Indiana University has developed a new arm, the NSSE Institute for Effective Educational Practice, to work with institutions interested in using NSSE data as a stimulus to change. The Lumina Foundation for Education has awarded NSSE a $1.3 million grant to strengthen the institute and develop new services to institutions in partnership with the American Association for Higher Education (AAHE) and the Center for Inquiry in the Liberal Arts at Wabash College. In the words of Russel Edgerton (Pew Forum on Undergraduate Learning) and Lee Shulman (Carnegie Foundation for the Advacement of Teaching), "NSSE is no longer simply a survey; it is a vehicle for data-driven institutional improvement" (National Survey of Student Engagement, 2002 Annual Report, p. 3).

NSSE An Institutional Focus

NSSE survey items are written in clear, understandable language and are readily linked with tangible, meaningful behaviors (e.g., "In your experience at your institution during the current year, about how often have you asked questions in class or contributed to class discussion?"). Forty-one of the survey items capture some of the most important aspects of the student experience that contribute to learning and achievement. These items are analyzed by the NSSE project team according to five basic clusters of similar activities that make up an institution's primary benchmark scores:

- Level of academic challenge (nature, amount, and complexity of assigned work)
- Active-collaborative learning (students working with others to solve problems in and out of class)
- Student interactions with faculty members (frequency and nature of in-class and out-of-class interactions)
- Enriching education experiences (complementary learning opportunities such as study abroad)
- Supportive campus environment (student perceptions of support for academic/non-academic goals)

The five NSSE benchmark areas have proven to be a very effective and meaningful distillation of the broader body of NSSE survey findings. The benchmarks make it easy for different campus constituencies to grasp the basic principles of student engagement and how their institution is doing in relation to a much larger national sample of colleges and universities. At Saint Xavier University, the same sets of NSSE benchmarks were presented to board members, the president, vice presidents, deans, and general assemblies of faculty members and staff. Retreats were held that began with NSSE presentations; grant proposals were planned and written on the basis of NSSE benchmarks; special faculty study days were convened in the wake of NSSE findings. With everyone looking at the same data, and with everyone responding to the same data, a more coherent sense of institutional strengths and challenges has emerged and continues to evolve. In this regard, the NSSE founders have been successful in attaining the objective to "make it easier for people on and off the campus to more easily grasp and talk about student engagement and its importance to student learning, collegiate quality, and institutional improvement" (National Survey of Student Engagement, 2002 Annual Report, p. 9).

NSSE A Catalyst for Institutional Action

NSSE provides each institution with aggregate scores in each of the benchmark areas that are expressed on a common scale. At the national level, NSSE 2002 findings revealed that among freshmen, measures of campus support were the highest (60.7), followed by enriching experiences (56.3), academic challenge (53.4), active-collaborative learning (41.3), and student-faculty interactions (36.2). Seniors showed a different pattern of engagement; their levels of academic challenge (57.0) were nearly as high as their connections with support resources (57.7), and they had significantly higher levels of active-collaborative learning (49.7) than did their younger counterparts. Senior students' participation in enriching experiences (such as co-curricular activities or talking with students with different beliefs or background) is lower than that of freshmen (48.0 versus 56.3), but their level of engagement with faculty members is significantly higher (43.5 versus 36.2). The national patterns of engagement appear to make sense, as many freshmen must learn through trial and error about the realities of investing time and energy in academic work, and many will not enjoy the benefits of forming closer working relationships with instructors until later in their college career. Seniors generally have a more engaged orientation to their academic major as well as greater opportunities to work with faculty members in their major both inside and outside the classroom.

Analyses done by NSSE indicate that institutional patterns of student engagement vary considerably, even beyond the normal drivers of institutional climate and culture such as enrollment size, student-faculty ratios, demographic makeup of students, and residential status of students. For example, while smaller schools generally have an advantage in creating supportive campus climates, the 2001 NSSE findings revealed enough variation among smaller schools to conclude that "creating a supportive campus climate is not necessarily dependent on small size. Rather, it is a function of the will to shrink the psychological size of the campus to make it manageable and welcoming" (National Survey of Student Engagement, 2001 Annual Report, p. 22). It is in the discovery of variations in the patterns of student engagement that institutions are likely to encounter flash points for conversation, debate, and planning. In the case of Saint Xavier University, benchmark scores in the area of student-faculty interactions outside of the classroom were not nearly as high as we thought they would or should be. A transition from conversation to planning occurred when a breakout of the benchmarks was done in terms of individual survey items that comprise each benchmark area. Since the scale of each item is different from the standardized benchmark area, the survey items comprising each benchmark area were presented to constituencies in terms of the relative standing of each item in the context of an appropriate national comparison group. These breakouts and analyses helped identify the strong and weak points within each benchmark area. Since the NSSE survey items were designed to point to things institutions can do something about, coordinated actions to change patterns of student engagement were put into place. Our presentation at the Higher Learning Commission 2003 Annual Meeting will demonstrate how these kinds of breakouts were done and how they were linked to coordinated institutional actions.

Beyond the Five NSSE Benchmarks

While the NSSE benchmark scores are usually the primary focus for institutional participants, the NSSE instrument includes a wider array of information about freshmen and senior students. As Table 1 shows, NSSE includes information about self-reports of student growth and development, weekly time allocations to academic and other activities, and demographics and academic backgrounds. Collectively, this body of data is rich in opportunities to further explore and understand factors related to greater student engagement and student learning. For example, at Saint Xavier University analyses are being done that compare patterns of engagement between transfer and native students. NSSE findings at the national level have revealed that senior transfer students generally give lower scores on four of the five benchmarks: active-collaborative learning, student-faculty interaction, enriching educational experiences, and campus support. However, transfer students do report levels of academic challenge and grade point average that are comparable to their counterparts who did not transfer from other schools. These relationships were found to hold true even after controlling for institutional factors like sector, enrollment size, and Carnegie type, and for student characteristics like gender, enrollment status (full-time or part-time), age, and race. At Saint Xavier University, we are embarking on a series of analyses to identify the different patterns of student engagement among our transfer and native students, and to discover new ways to increase their levels of engagement.

Several other lines of inquiry are underway at Saint Xavier University through expanded analyses with our local NSSE database:

- Is campus support comparable across race and gender groups? Among first-generation students?
- Are desired levels of academic challenge apparent across disciplines? Across academic achievement groups?
- How do higher levels of engagement in writing assignments correlate with student perceptions of personal growth and development? With faculty-student interactions? With active learning?
- How do the patterns of engagement differ between freshmen who return to the university in their second year and those who do not?

Table 1
Composition of the NSSE Instrument

College activities associated with five key benchmarks (41 items)
Other activities not in the benchmark areas (books read on own, challenge of exams, etc.) (10 items)
Student assessments of gains in general education, practical competencies, and personal growth (15 items)
Weekly hours spent at work, studying, socializing, relaxing, commuting, co-curricular, etc. (7 items)
Opinions about your institution (advising, overall quality) (3 items)
Demographic information (age, gender, ethnic, first-generation status, etc.) (6 items)
Academic information (major, full-time or part-time, transfer or native, grades, commuter or resident) (8 items)
Institution student ID (provided by NSSE for tracking back to other institutional database)

Making the Best Use of NSSE

While we have found NSSE to be a very effective tool for assessment and planning activities, NSSE alone cannot constitute the totality of an institution's assessment activities, nor will the adoption of this instrument produce intended results without complementary initiatives on the part of planners and decision makers. With nearly four years of experience with NSSE at our university, we have found that the following actions will prompt the best possible uses of NSSE:

- Take the time to explain the nature of NSSE to campus constituencies—over and over and over again
- Allow time for an institutional understanding of NSSE to grow over a period of years
- Interpret NSSE findings in the context of institutional mission, goals, objectives, and priorities
- Maximize your local response rates with local incentives for students randomly selected by NSSE
- Listen to the skeptics at your institution, and take the time to explore and address their concerns
- Whenever appropriate, test the validity specific NSSE items with local research based on larger samples
- Check out the NSSE Web site at ‹http://www.iub.edu/%7Ensse/›

References

Chickering, A. W., and Z. F. Gamson. 1987. Seven principles for good practice in undergraduate education. *AAHE Bulletin* 39(7): 377.

National Survey of Student Engagement. 2001. *The NSSE 2001 report: Improving the college experience: National benchmarks of effective educational practice.* Bloomington, IN: Indiana University Center for Postsecondary Research and Planning.

National Survey of Student Engagement. 2002. *The NSSE 2002 report: From promise to progress: Exploring student engagement.* Bloomington, IN: Indiana University Center for Postsecondary Research and Planning.

Kathleen Carlson is Director of Planning and Assessment at Saint Xavier University in Chicago.

Christopher Chalokwu is the Vice President for Academic Affairs at Saint Xavier University in Chicago.

Steven Murphy is Vice President for Enrollment and Student Services at Saint Xavier University in Chicago.

Benchmarking Community College Instructional Costs and Productivity: The Kansas Study

Jeffrey A. Seybert

Purpose of the Project

The purpose of this project is to develop and implement a methodology to collect and report data on community college instructional costs and faculty instructional and other activities on a national basis. The project will provide data for both intra-institutional and inter-institutional comparisons and benchmarking with respect to how much community college faculty teach and at what cost, as well as the extent of their institutional and public service activities, at the academic discipline level of analysis.

Significance of the Project

Within the last two decades, higher education has come under increased pressure to become more accountable in terms of containing costs and to more effectively and efficiently manage human and fiscal resources. In an important paper in *Change Magazine* entitled "Cost Containment: Committing to a New Economic Reality," Zemsky and Massey (1990) contended that higher education institutions have reduced faculty teaching and advising loads in favor of other non-teaching, non-student-centered activity to the point that "Undergraduates are paying more to attend institutions in which they receive less attention than in past decades." Henry Rosovsky (1992), former dean of the faculty of arts and sciences at Harvard University, argued that faculty, when viewed as a social organism, operate "without a constitution and with very little common law. That is a poor combination, especially when there is no consensus concerning duties or standards of behavior. This situation has been made infinitely worse by the lack of information in the hands of academic deans concerning the workload of individual professors." Criticism of faculty is not limited to scholarly publications. *U.S. News and World Report*, in "America's Best Colleges" in 1996, contended that faculty are a major factor in escalating tuition. "Rarely mentioned are the on-campus causes of the tuition crisis: declining teaching loads,...bloated administrative hierarchies,...and inflated course offerings. If colleges and universities were rated on their overall financial acumen, most would be lucky to escape with a passing grade."

In 1998 Congress created a National Commission on the Cost of Higher Education and charged it with the responsibility for developing recommendations to guide and inform public policy with respect to cost containment. Among other recommendations, the Commission indicated that "Individual institutions, acting with technical support from appropriate higher education associations, should conduct efficiency self-reviews to identify effective cost-saving steps that are relevant to institutional mission and quality improvement. Academic leaders should communicate the results of these self-reviews widely, providing the campus community and institutional constituents with information on such issues as...faculty teaching loads, average class size, faculty and student ratios."

Project Description

Project activities include the development and implementation of a data collection methodology and reporting process, which will establish a comprehensive database on national inter-institutional community college faculty costs and productivity. This database will allow community colleges to analyze faculty workload in a manner that enables them to fully describe the types of courses faculty teach, the types of institutional and public service they provide, and at what cost. Moreover, the database will allow institutions to compare their academic and fiscal resource utilization patterns with peer institutions. The overarching objective of this project is to provide a new management tool that will enable community colleges to make more informed resource allocation and reallocation decisions while enhancing overall productivity and cost effectiveness. Thus, this tool will permit college administrators to make informed internal decisions based on costs and productivity at the program level. In addition, it will be an invaluable aid in institutions' efforts to assess institutional effectiveness and document accountability through the comparison of costs and productivity with peer group benchmarks. As Dunn (1992) so aptly noted, "To the extent that instructional costs are contained, the growth rate for tuition and fees can be moderated, thereby making a college education more affordable and accessible to a larger pool of learners."

Most colleges, dealing with the current recessionary economy and constriction of public funding, similar to that of the early 1990s, face the question of how to best reallocate existing resources to fund new and meritorious initiatives in the absence of new revenue streams and/or growth in existing revenue streams. In any resource allocation model, within the context of a college's mission, those entities that are most productive and cost-effective over time will be sustained, while entities that are inefficient and less productive may be cut back. Clear and consistent measures of instructional costs and productivity can be developed on any campus (see, e.g., Middaugh & Hollowell, 1992).

Historically, information on faculty teaching loads has been routinely collected by university data-sharing consortia such as the Association of American Universities Data Exchange (AAUDE), the Higher Education Data Sharing Consortium (HEDS), and the Southern Universities Group (SUG). However, the data are limited in scope and are shared solely among members of the respective consortia; membership in those consortia is restricted and exclusive, and none of them include community colleges. In addition to general inaccessibility, the data collected by these organizations are not tied in any way to instructional costs. Thus, there are no data collection processes for gathering information on instructional costs and productivity at the academic discipline level for community colleges. This project will create a national database accessible to any community college willing to share information on instructional costs and productivity.

While, as noted above, there is currently no data-collection process for information on instructional productivity and costs at the academic discipline level in two-year colleges, a four-year college/university prototype does exist. Commonly referred to as "the Delaware Study" (Middaugh, 2001), this project has evolved into a sophisticated data-sharing consortium that provides national benchmark data to nearly three hundred four-year colleges and universities with respect to how much faculty teach and at what cost, as well as how much separately budgeted research and public service activity they perform, all at the academic discipline level of analysis. The Delaware Study methodology has been refined and has become an invaluable resource for academic planning and management in four-year colleges and universities.

Numerous community colleges have asked to be included in the Delaware Study, but it cannot be used at the two-year college level due to the fundamental differences in faculty work and activity across these two sectors of higher education. Specifically, university faculty, the majority of whom are employed full-time, are expected to engage in three major activities: teaching, scholarly research, and institutional and public service; and the Delaware Study is designed to measure costs and productivity in relation to each of these types of activities. By contrast, the primary responsibility of community college faculty is teaching (and teaching loads are much higher in two-year colleges), with some added service responsibilities. In addition, the proportion of part-time adjunct faculty is much higher in community colleges, to the extent that, in many cases, adjuncts teach more than half of total course offerings. Clearly, then, faculty characteristics, activity, and workload are so different across higher education sectors that an instructional cost and productivity data collection and reporting process appropriate for two-year colleges must be developed. Thus, it is the purpose of this project, guided by the design of and institutional experience with the Delaware Study, to develop a parallel model for data collection and information dissemination of community college instructional costs and productivity.

The project has been funded by a three-year grant from the Fund for Improvement of Postsecondary Education (FIPSE). It is being designed and pilot-tested during the 2002–2003 academic year and will be implemented with an initial national sample of fifty to a hundred community colleges during the 2003–2004 academic year.

References

Dunn, J. A. 1992. Retrench or else: Public and private institutional responses. In C. A. Hollins, ed. *Containing costs and improving productivity in higher education.* New Directions in Institutional Research 75. San Francisco: Jossey-Bass Publishers.

Middaugh, M. F. 2001. *Understanding faculty productivity: Standards and benchmarks for colleges and universities.* San Francisco: Jossey-Bass Publishers.

Middaugh, M. F., and D. E. Hollowell. 1992. Examining academic and administrative program measures. In C. A. Hollins, ed. *Containing costs and improving productivity in higher education.* New Directions in Institutional Research 75. San Francisco: Jossey-Bass Publishers.

Rosovsky, H. 1992. From the belly of the whale. *Pew Policy Perspectives* September 4: A1-A8, B1-B4.

U.S. News and World Report. 1996. America's best colleges. September 19: 91–105.

Zemsky, R., and W. Massy. 1990. Cost containment: Committing to a new economic reality. *Change* 22(6): 16–22.

Jeffrey A. Seybert is Director of Research, Evaluation, and Instructional Development at Johnson County Community College in Overland Park, Kansas.

From Silos to Circles: Changing the General Education Concept

Deborah Daiek, Shirley Dixon, and Cheryl Hawkins

Introduction

In 1999, Schoolcraft College made the decision to take a serious look at its general education assessment program. The decision set in motion not only a major reevaluation of the program, but a campus-wide engagement of faculty, staff, administrators, and students in the development of an assessment culture at the college.

The college currently offers ten general education goals, which include: math, writing, speaking and listening, reasoning, computer and information technology, science, the individual, arts and humanities, social institutions, and international perspectives and diversity. Through discussions with stakeholders it became apparent that the ten goals had become so closely intertwined with discrete courses that the program had become virtually course-driven rather than driven by institutional goals. Grades, which had been the primary measure of outcomes, were no longer considered an authentic form of assessing student learning. The goal was to move the assessment program beyond the isolated activities of individual- and course-level assessment to a cohesive system that encompassed program- and institution-level assessment, thus moving from silos to circles.

A Need for Change

Three key events guided the restructuring of general education and assessment. First, the college had been engaged in a self-study in preparation for an accreditation review, and the self-study report acknowledged a need for improvements as well as greater faculty participation in general education assessment. As a result, the general education goal leaders began looking at the language, the current assessment process, and how change occurred in the classroom and at the program level. Assessment had become an institutional priority, but it hadn't yet become a way of life on campus.

Second, Schoolcraft College submitted a proposal to the League for Innovation in the Community College to participate in a study to learn more about authentic assessment and learning outcomes. Schoolcraft was selected to join fifteen other community colleges in the 21st Century Learning Outcomes Project, which was supported by a grant from the Pew Charitable Trusts. The project focused on defining and documenting student achievement of learning outcomes necessary for success in the workplace, in transfer education, and in today's society. Several activities assisted the team in targeting meaningful and appropriate twenty-first-century skills for Schoolcraft College. The activities included:

- Launching a project Web site to serve as a communication vehicle at <http://www.schoolcraft.edu> under the National Initiatives link
- Creating an institutional inventory of current processes and best practices at Schoolcraft College
- Reviewing current processes and best practices at other two-year institutions
- Publishing a common language document for communicating twenty-first-century skills and assessment at Schoolcraft College
- Conducting focus groups and surveys of faculty, students, and administrators to gather data regarding twenty-first-century skills and assessment
- Developing electronic portfolio prototypes, which will be used to demonstrate and assess Schoolcraft College's general education learning outcomes at the individual, class, and program levels
- Conducting two faculty retreats and several open meetings to encourage widespread participation in general education program revision

- Creating an external review team to keep the project focused, relevant, and authentic; members include individuals from K–12 schools, area corporations, and the Southeastern Michigan Galileo Project, as well as students
- Developing a project evaluation rubric for use by the external review team
- Involving students in the process—student newspaper articles, student activities, external review team

Third, based on a finding of the Higher Learning Commission at Schoolcraft's 2001 accreditation site visit, it was recommended that the college move beyond course-level assessment to program-level assessment in general education. In response to the finding, Schoolcraft College's learning outcomes project team made the decision to merge with the general education goal leaders committee since their purpose of implementing authentic assessment was the same.

Process of Change

The process of change began with an institutional inventory in which surveys and focus groups provided perceptions of faculty, students, administrators, and community members regarding (1) core competencies that are essential for college students to acquire, (2) effective learning modes for developing the skills, and (3) effective assessment methods for accurately measuring acquisition of the skills. The inventory revealed similarities between groups regarding which skills are necessary, but there was much less commonality regarding how to effectively learn, teach, and assess those skills. Results are shown in the chart below.

Survey Results: Considered Most Important Twenty-First-Century Skills

Student Responses	Reading, listening, writing, teamwork, conflict resolution, speaking, leadership, computer literacy, decision making, and personal responsibility
Faculty Responses	Critical thinking, problem solving, personal responsibility, teamwork, learning to learn, writing, reading, listening, decision making, and speaking
Administration Responses	Reading, listening, writing, teamwork, and decision making
External Review Team Responses	Teamwork, writing, speaking, collecting, analyzing and organizing information, and computer literacy

Electronic Portfolio

Once the twenty-first-century skills had been identified, the college was charged with identifying methods for students to demonstrate their learning. Also, the methods selected needed to serve as a way for the college to assess at the program level. The learning outcomes team and general education goal leaders explored the nature of the knowledge, skills, abilities, and attitudes that lie at the core of learning outcomes and sought an instrument of "authentic assessment" to verify that students have attained competency. The electronic portfolio concept emerged as the primary means to serve that purpose. The electronic portfolio provides a convenient instrument for collecting, archiving, and showing an array of documents, data files, and presentations, including graphics and video. It can also serve as a tool for program-level assessment of student learning.

All decisions on the reevaluation of the general education assessment program were held at open meetings, where all stakeholders could have input. Key issues identified at the meetings included resistance to change, assessment terminology, clarification of differences between course- and program-level assessment, and new technologies required for implementing changes.

After close scrutiny of self-study standards, data collected by the learning outcomes team, and the Higher Learning Commission's recommendation, a faculty team recommended that the ten goals be collapsed into three major goal areas that could be integrated across the curriculum as opposed to having goals associated with isolated courses. The three proposed core goal areas are communication skills, critical and creative thinking skills, and personal and interpersonal skills, with associated attributes attached to each respective core goal area.

As the portfolio is adopted as the primary instrument for Schoolcraft's general education goal and program assessment, and as the assessment process moves away from isolated "goal" courses, it will eliminate the cumbersome procedure presently in place. The current "siloed" process is often viewed as extraneous and intrusive by many faculty members, and as a mystery by students. The revision will offer the college community a much clearer definition of the college's expectations for student success, particularly as rubrics are developed by the faculty to gauge the various degrees of achievement. Clarity of both expectations and assessment reduces the time, effort, and hassle of determining and defending learning outcomes. Most important, the revision will render the assessment process clearer, more explicit, and more authentic for everyone concerned; a process that will prepare our students for the twenty-first-century "de-siloed" world of work.

Resources

Dolan, P. 1994. *Restructuring our schools. Systems and organizations*. Leawood, KS.

Kline, P., and B. Saunders. 1998. *Ten steps to a learning organization*, 2nd ed. Arlington, VA: Great Oceans Publishers.

League for Innovation in the Community College. Available at <http://www.league.org>.

Schoolcraft College. National Initiatives link, League Project. Available at <http://www.schoolcraft.edu>.

Walvoord, B. E., and V. J. Anderson. 1998. *Effective grading: A tool for learning and assessment*. San Francisco: Jossey Bass.

Deborah Daiek is Associate Dean at Schoolcraft College in Livonia, Michigan.

Shirley Dixon is Research Assistant, Academic and Assessment Services, at Schoolcraft College in Livonia, Michigan.

Cheryl Hawkins Faculty Associate for General Education at Schoolcraft College in Livonia, Michigan.

Integrating, Documenting, and Assessing Success Skills

Larry Coon and Stephen Davis

The Challenge: Pulling It Off

Many institutions are redefining their curricula to meet the needs of employers and make students successful in their careers. Hocking College's experiences may serve as a model for others as they undertake this experience.

Hocking College is now undertaking a process of developing and assessing student learning outcomes for a set of success skills essential to performing effectively in the twenty-first century. As part of its ReVISIONing Learning Project, all programs are in a process of review and change that includes overt integration of the success skills throughout the curriculum.

Hocking College has defined a set of eight success skill necessary for all graduates: communications, computation, learning and critical thinking, professionalism, human relations, science and the environment, community, and ethics. Each program area is creating a curriculum map to determine where specific success skills are already embedded in courses and experiences. Success skills not currently included will be integrated through the ReVISIONing process. Co-curricular activities are also being reviewed for integration of success skills and will be using similar process for full implementation.

The Story: The Journey

In winter 1998 the academic affairs council undertook a reading and discussion program to study the learning college, how to manage change, and methods of reengineering curriculum and instruction. The Academic Affairs ReVISIONing Learning Project to reengineer curriculum and instruction began in fall 1998 in response to perceived external (changing customer expectations and demands, increased competition, and demands for accountability) and internal (enrollment shifts, retention rates, graduation rates, and few learning options) challenges. The desired outcomes of the Academic Affairs ReVISIONing Learning Project are distinctive and creative educational programs and instruction, not limited by traditions, that preserve our reputation of excellence; multiple entry and exit standards; seamless curriculum; and effectiveness.

The Project: Are We Crazy or What?

As time for reaccreditation approached, President John Light suggested that we look at the special emphasis option recently made available by the NCA Higher Learning Commission. He then asked the vice presidents to explore potential areas of special emphasis. They generated an initial list, then discussed and refined it. Following discussion with Dr. Light, the proposed areas of special emphasis were shared with several groups within the organization and with all employees. These stakeholders were asked whether the proposed areas of special emphasis represented the areas of highest need, with in the organization and whether there were other areas that should be addressed. The input was carefully considered, and the proposal for completing a special emphasis self-study was developed.

By fall 1999 Hocking College had two major projects in the works: ReVISIONing Learning and a special emphasis project. In winter 2000 the League for Innovation asked Hocking College about participating in its 21st Century Learning Outcomes Project, along with sixteen other community colleges nationwide.

The goal of the 21st Century Learning Outcomes Project is to increase the capacity of community colleges to define and document the acquisition of the critical competencies (success skills) that students need to succeed in the workplace, in transfer education, and in today's society. The project's goals and objectives almost aligned with the ReVISIONing Learning project and the NCA special emphasis self-study, and the decision was made to participate in the initiative.

A minor detail that needed be addressed was how to get faculty and staff to buy into this last project. For the previous two years, we had already been asking people to go the extra mile; do more for less; and still maintain a happy, positive, and enthusiastic attitude.

Your Time Spent with Us: You Will Learn a Lot!

The Hocking team will address involvement in the League project and how it correlates with the other initiatives. An assessment of the impact that the project has had on the organization will be shared. Issues encountered by the team and barriers and accomplishments along the way will be examined.

The League identified eight essential skills for twenty-first century success. Sixteen two-year colleges were chosen to design and test innovative performance-based methods for defining, developing, delivering, documenting, and disseminating student learning (the 5Ds).

Even before the League's project, however, Hocking College had developed its own set of eight core competencies, which were approved in 1989 and updated in 1999. At the suggestion of a student focus group in summer 2001, the team agreed to change the name of the core competencies to "success skills." After becoming involved in the project, the Hocking team discovered that its eight success skills were similar to the League's, which include communication skills, computation skills, community skills, critical thinking and problem-solving skills, information management skills, interpersonal skills, personal skills, and technology skills.

As part of the ReVISIONing project, all Hocking College programs are in a process of review and change that includes incorporation of the success skills into the curriculum. Each program area is creating a curriculum map to determine where specific core competencies are already embedded in courses and experiences. Success skills not currently included will be integrated through the ReVISIONing process. Co-curricular activities are also being reviewed for core competency integration and will be using a similar process for full implementation.

The competency "communicates effectively" was piloted during the first year of the project. It was chosen for its importance, its partial integration across the curriculum, and the current practices in place to assess it. It is serving as a model for defining, developing, delivering, documenting, and disseminating the other core competencies. Levels of student performance have been identified and concrete indicators are defined for "communicates effectively." An assessment plan has been developed that includes such tools as portfolios and capstone courses. Campus-wide rubrics for oral presentations, essays, and other written work have been constructed.

Volunteers from six technical programs agreed to pilot the initial implementation of the success skill. The experiences of the pilot program volunteers will be considered when developing models to assist future implementation efforts. During orientation students were informed about the value of the success skills and the ways in which they will be taught, assessed, and documented. Facilitators of learning are employing such methods as problem-based learning, service-learning, and interdisciplinary cohorts to help students achieve high-level skills in the core competencies. Student achievement is being documented after the research and selection of an alternative method such as paper portfolio, electronic portfolio, enhanced transcript, or smart card.

New Developments, Lessons Learned, Keeping and Gaining Momentum, and Accomplishments!

Out with the old, and in with the new. The original League project ended, and at the same time the project continued with help from the Ohio Learning Network (OLN). We've implemented electronic portfolios, integrated two success skills, (communicates effectively and maintains professional skills and attitudes) in all first-year courses. We developed a success skills integration plan with the help of external evaluators. Planning and incorporating electronic transcripts is currently under development. We've formed faculty "rubric" teams to determine success skills assessment methods. All first-year students are now offered an "experience Hocking" course, which explains the value of the success skills and how they can utilize them to their advantage.

Presenter's Involvement: Yes, There Is Life After Work, Maybe?

Both presenters are the designated leaders in their departments and were responsible for coordinating the activities with the faculty and programs to implement the process.

Becoming Involved in the Session: Give Us Your Two Bits

Participants will be provided with a feedback form to allow them to engage with us in the process of evaluating our own work. We will ask them up front to think critically throughout the presentation and provide their wisdom to the project.

Beginning with the End in Mind: We Really Want to Help!

This session will present strategies for integrating, documenting, and assessing general education requirements. Hocking College will provide an overview of its involvement in the 21st Century Learning Outcomes project sponsored by the League for Innovation in the

Community College. This three-year project focuses on the knowledge, skills, and attitudes that employers agree are needed for success but that are not always taught in traditional classes. The Hocking team will explain the overall goals and tasks of the project and what has been accomplished.

At the end of this presentation, the participants will be able to state how one college has integrated the success skill "communicates effectively" into the curriculum. The participants will also learn how this skill is being assessed and documented in courses.

The Hocking team expects to learn from the participants through their impressions, ideas, feedback, and perceived value of the project.

All participants will receive a free CD-ROM (perfect for AQIP project) that includes the following.

- 2003 PowerPoint® presentation
- Success skills video
- Sample electronic portfolio
- Success skills brochure
- Success skills flyer
- Rubrics for success skills "communicates effectively" and "maintains professional skills and attitudes"
- School of Arts and Sciences curriculum map
- Assessment examples used in Hocking College courses
- Hocking College success skills Web site address
- Feedback form

Larry Coon is Associate Dean of the School of Natural Resources at Hocking College in Nelsonville, Ohio.

Stephen Davis is Director of Faculty Development, Curriculum, and Academic Affairs Research at Hocking College in Nelsonville, Ohio.

A Collection of Papers on Self-Study and Institutional Improvement

Master Index of Papers

Volume 1: Establishing and Sustaining Effective Connections

Chapter 1. Building New Partnerships for Learning

Developing the ABCs of Successful Partnerships. Linda L. Baer, Minnesota State Colleges and Universities, and Ann Hill Duin, University of Minnesota, Minneapolis

Outsourcing General Education: Specialized College and Liberal Arts University Partnership. Vickie Donnell and Sue Rollins, Drury University

Mowing Through Turf Battles to Increase AA Degree Access. David Hellmich and Larry Lundblad, South Central Technical College; and John Parham and Kathleen Trauger, Minnesota State University, Mankato.

Building for the Future: One University's Crusade in Creating a New Partnership for Learning. Douglas N. McMillan and Charles S. Weiner, Southeastern Oklahoma State University; John Partin, Grayson County College

The Possibility Network: Creating a Statewide, Technology-Mediated Lifelong Learning Collaborative. LaVerne Ludden, Indiana Wesleyan University, and David Wright, Learning Assistant Technologies

Partnerships and Adult Learning: Delivering Bachelor's Degree Completion Programs. Tracey S. Hebert, Rochester College

Quality Sells: Maintaining Quality In the For-Profit Environment. Jim Patton, National Technological University; Paula Peinovich, Walden University; Paula Singer, Sylvan Learning Systems; and Kathy Winberry, Canter and Associates

Building on Our Strengths Together: Secondary and Postsecondary Partners. Debra Cox and Mary J. Steeno, Ferris State University

FIPSE Partnerships with Four Universities to Replicate Academic Support Model. John Kowalczyk and Joan Totten, Ferris State University

A Better Society through Prison Educational Programming. Kari Lenort, Marty Shepard, and Jan Waller, Riverland Community College

Assessing the Impact: The AAHE-HLC Collaborative Workshop Project. Kelly Funk, Michigan State University

Creating an Institutional Culture of Collaboration. Marguerite Bennett, Mount Vernon Nazarene University

Building the Essential Partnership: Organizing for Student Engagement. Jack P. Calareso and Richard E. Farmer, Ohio Dominican University

Chapter 2: State, Regional, and National Initiatives

The Vocabulary of Student Outcomes: Razing the Tower of Babble. Trudy Bers, Oakton Community College; Norval L. Wellsfry, Cosumnes River College; T. Dary Erwin, James Madison University; Trudy Banta, Indiana University-Purdue University at Indianapolis

Engaging in Measures of Student Engagement: Using NSSE Data to Build a Shared Understanding of Assessment and Institutional Priorities. Kathleen Carlson, Christopher Chalokwu, and Steven Murphy, Saint Xavier University

Benchmarking Community College Instructional Costs and Productivity: The Kansas Study. Jeffrey A. Seybert, Johnson County Community College

From Silos to Circles: Changing the General Education Concept. Deborah Daiek, Shirley Dixon, and Cheryl Hawkins, Schoolcraft College

Integrating, Documenting, and Assessing Success Skills. Larry Coon and Stephen Davis, Hocking College

Volume 2: Organizational Effectiveness and Future Directions

Chapter 1. Mission, Planning, and Organizational Change

Revitalizing Mission: A Collaborative Model. Stephany Schlachter and Kurt Schackmuth, Lewis University

Coping with Uncertainty: Five Steps Toward Institutional Strength in the Twenty-First Century. Jon E. Quistgaard, Joann Fredrickson, and Ivan Lee Weir, Bemidji State University

Accomplishing Change in a Decentralized Institution: Key Moments in Ohio University's Transition to a Learning-Centric University. David Descutner and Stephen J. Kopp, Ohio University

What Changes When Everything Changes: One University's Processes for Unification. Robert L. Funaro, Nancy McGee, and Jacqueline Taylor, Davenport University

SelfStrategicStudyPlanning: A Unified, User-Friendly Model. Richard W. Stroede, Defiance College

Chapter 2. Quality Improvement in Higher Education

Applying the Baldrige Criteria for Quality Improvement: Focus on Leadership. Robert A. Sedlak, Julie A. Furst-Bowe, and Claudia Smith, University of Wisconsin-Stout

Putting Total Quality Improvement Management to Work in a University Setting. Allan M. Hoffman and Mary Pat Wohlford-Wessels, Des Moines University

Planning and Performance: Getting Where You Need to Go Using Key Performance Indicators. Rich Wagner, Mike White, and Dick Pooley, Dunwoody College of Technology

Using Dashboards to Navigate to Institutional Destinations. Laurie Adolph, Eastern Iowa Community College District; Rassoul Dastmozd, Scott Community College; Ron Serpliss, Clinton Community College; and Gail Spies, Muscatine Community College

Alternative Road to "Paradise": Growing Toward AQIP. Don Betz, Ed Cunliff, and Donna Guinn, University of Central Oklahoma

Completing AQIP's Vital Focus Assessment: What We Learned. Leonard G. Heldreth and Teresa Kynell, Northern Michigan University

Restructured Expectations for Two Community Colleges Based on the AQIP Journey. Robert Callaway and Marcia Ballinger, Lorain County Community College; Jan Donley and Ron Wright, Cincinnati State Technical and Community College

Building the University Brand from the Inside-Out: The Higher Learning Commission's Academic Quality Improvement Project (AQIP) and its Implications. Lawrence V. Gould, Tonja J. Vallin, Robert F. Scott, and Chris Crawford, Fort Hays State University

Implementing AQIP: Engaging the Campus. Robert McCue, Sheila Stearns, and David Fuller, Wayne State College

Completing a Five-Year Strategic Plan While Incorporating AQIP. Laura Davis and Terry Kuhn, Kent State University

Chapter 3. Using New Technology to Enhance Student Learning

Assessment, Accreditation, and the Web: IUPUI's Electronic Institutional Portfolio. Trudy W. Banta and Susan Kahn, Indiana University-Purdue University Indianapolis

Digital Institutional and Student Portfolios Demonstrating Success, Achievement, and Reflection. Neal W. Topp and Sheri Everts Rogers, University of Nebraska at Omaha

Application of the Higher Learning Commission Guidelines for Distance Education and the Institute for Higher Education Policy Benchmarks for Success in Internet-Based Education to a Comprehensive Distance Education Evaluation. Dawn Voight and Randall Coorough, Waukesha County Technical College

Guidelines for Online Learning: A Collaborative Approach. Michael Wahl and Ronda Edwards, Michigan Community College Association; Garret Brand, Grand Rapids Community College

Best Practices for an Online Degree Program. John Howard, Eastern New Mexico University-Roswell

Creating a Virtual Faculty: Ways to Bring Order to Online Instruction. Ann Roberts Divine and Anne Wessely, Saint Louis Community College at Meramec

A Comprehensive Approach to Online Student Services. Gary Langer, Minnesota Online for Minnesota State College and Universities, and Robert Griggs, Bemidji State University

Student Achievement of General Education and Discipline Goals: Online Versus On-Campus Students. John T. Kontogianes and Cheryl Hughes, Tulsa Community College

Distance Learning: An Assessment and Retention Resource. Eileen Stenzel, Calumet College

Chapter 4. Effective Learning Environments

Evaluating Libraries and Other Support Areas: Accomplishing Your Institution's Purposes. Rachel Applegate, College of Saint Scholastica

The Library's Role in Assessing Student Learning. Jill Gremmels and Claudia Ruediger, Southeast Missouri State University

Returning Academics to Center Stage: Benefits of a Campus-Wide Undergraduate Research Day. Gina E. Lane and Marc A. Cadd, William Jewell College; and Nina T. Pollard, Peace College

Crossing the Great Divide(s): Implementing, Assessing, and Improving Interdisciplinary Core Curricula. Charles Taylor, Richard Schur, and Jeanie Allen, Drury University

Meeting Generation NeXt: Today's Postmodern College Student. Mark L. Taylor, Arkansas State University-Beebe

Providing Positive Institutional Climates for American Indian/Alaska Native Students. Joseph J. Saggio and Jim Dempsey, American Indian College of the Assemblies of God

Utilizing Quality Reviews to Reengineer the Delivery of Student Services. Cynthia D. Armster and Deidra J. Lewis, City Colleges of Chicago; and Charles Guengerich, Wilbur Wright College

Utilizing Standardized Assessments in Retention Planning and Quality Improvement by Faculty and Student Development. Kim Hayworth, Spring Arbor University

Volume 3: Promoting Student Learning and Effective Teaching

Chapter 1. Developing and Sustaining a Culture of Assessment

Developing the Scholarship of Assessment: Guidelines and Pathways. Thomas Anthony Angelo, University of Akron

The Convergence of Assessment and Scholarship of Teaching and Learning. David Sill, Douglas Eder, Lesa Stern, Susan Thomas, and John DenHouter, Southern Illinois University-Edwardsville.

Creating an Assessment Culture: A Case Study of Success and Struggles. Colene J. Lind and Mark McDonald, Bethany College

Employee Development to Campus Development: Captain Assessment to the Rescue. J. Janelle Masters and Jane M. Schreck, Bismarck State College

Creating a Culture of Assessment: Empowering Faculty to Access Assessment Data. Susan Hatfield and Theresa Waterbury, Winona State University

Engaged Learner and Assessment: A Faculty-Student Shared Responsibility. Jian R. Sun and Greg Miller, University of Rio Grande

From Crisis to Culture: Inspiring, Cultivating, and Guiding a Culture of Assessment. Rebecca Wojcik, Eric Martin, and Joyce Kennedy, Governors State University

Cultivating a Culture of Assessment of Student Learning at Rochester Community and Technical College . Tammy J. Lee and Anne M. Niccolai, Rochester Community and Technical College

Assessment of Student Learning: Creating Change That Lasts. Patricia Dwyer, Shepherd College

Taking Assessment Off the Shelf: Developing a Public Culture of Assessment. Sandra S. Bowles and Alan R. Belcher, University of Charleston

Integrating Assessment into College Life: A Faculty-Driven Checklist of Strategies. Barbara Edwards, Vincent Holtzmann, Kelley Raftery, and Brad Sparks, Ranken Technical College

Chapter 2. Assessment Processes

Assessing an Institution's Outcomes Assessment Efforts: The Application of the Higher Learning Commission Assessment Matrix by Three Institutions. Jessica Jonson, University of Nebraska-Lincoln; Julie Wallin, Oklahoma State University; and Karla Sanders, Eastern Illinois University

Assessing Student Learning: Elegance in Simplicity. Gloria M. Rogers, Rose-Hulman Institute of Technology

Ensuring the Assessment Investment Pays Off: A Case Study. Andrea Greene, Gail Mee, and Gayla Preisser, Mesa Community College

Evaluating Assessment: Turbulent Flight in the Life of an Assessment Evaluation Pilot Process. Janice Collins and Josh Bullock, Moraine Park Technical College

Gauging the Level of Faculty Participation in Student Academic Assessment. Steve Boettcher, Bryan Tippett, and Clay Goodman, Estrella Mountain Community College

Are We There Yet? One Institution's Assessment Adventure. Anneliese Homan and Beverly Wilkerson, State Fair Community College

The Road Not Taken: An Assessment Program Where Everyone Wins. Karen Jones, Michael L. Banks, and Jacqueline Gray, St. Charles Community College

"Now Is the Summer of Our Discontent": Assessment Revisited. Lisa Brandom, John Brown University

A Balancing Act: Engaging Faculty and Administration in University-Wide Assessment. Donald Carpenter and Badih Jawad, Lawrence Technological University

Broadening the Discussion: Using the Academic Assessment Process to Address a Variety of Institutional Priorities. Jacqueline Johnson and Robert Ferguson, Buena Vista University

Chapter 3. Assessment Tools and Measures

Living Beyond Our Means: Analysis of Standardized Test Data. John C. Simonson and George E. Smith, University of Wisconsin-Platteville

A Handbook of Assessment for the Layperson. Kenneth R. Ryalls, College of Saint Mary

Activating Assessment of Student Learning: A Systematic and Systemic Approach. Judith Neill, Wisconsin Technical College System Foundation, and Jeanne Williams, Blackhawk Technical College

Educating Seniors, Assessing Ourselves: A Senior Year Experience. Beth Rigel Daugherty, Dan Thompson, and Susan Thompson, Otterbein College

Active Learning: A Rubric Definition. Cy Leise, Bellevue University

English 101 Writing Assessment That Keeps Both the "Quants" and the "Quals" Happy. Lynn Sykes and Helen Szymanski, College of DuPage

Chapter 4. General Education: Assessing Outcomes, Reforming Programs

Creating and Implementing a More Focused and Effective General Education Program. John C. Catau, William H. Cheek, and James P. Baker, Southwest Missouri State University in Springfield

It Can Happen: General Education Reform Through Assessment. Eric Gardner, Diane Boehm, Clifford Dorne, and Mary Hedberg, Saginaw Valley State University

Assessing the Achievement of General Education Objectives: Four Years of Assessment. Irene Kovala, Trudy Bers, Gary Mines, and Suzanne Stock, Oakton Community College

Effective General Education Assessment at Large Public Institutions. Julie Wallin and Brenda Masters, Oklahoma State University

Assessing the Ineffable Outcomes of General Education Through Electronic Student Portfolios. Sharon J. Hamilton, Indiana University-Purdue University Indianapolis

Assessing Critical Thinking in the General Education Program. Becky J. Chadwick and Kim D. Schopmeyer, Henry Ford Community College

Assessing Critical Thinking Across the Curriculum. Nannette Bagstad, Paul Batesel, Ronald Semmens, and Mark Skean, Mayville State University

Chapter 5. Assessing and Supporting Effective Teaching

Integrating Faculty Development and Outcomes Assessment. John Neibling, Alan Jacobs, and John Nagy, Scottsdale Community College

Effective Performance-Based Evaluation of College Faculty. Earl Nicodemus, West Liberty State College

Data-Driven Decision Making: A Case Study in Teacher Preparation. Nancy Blackford and Kate Wiles, Walsh University

Capitalizing on Internal Talent: A Model for Professional Development. Alex Birkholz and Renelle Gill, Wisconsin Indianhead Technical College

Developing the Capacity for Synthesis: Demanding and Assessing for High-Level Learning. Carol Canavan, Mount Union College

Volume 4: The Self-Study Process for Commission Evaluation

Chapter 1. Self-Study and Commission Evaluation: Coordinating the Self-Study

Initiating the Self-Study Process: Practical Suggestions. Marilyn Nelson Carroll, Rockhurst University

On Herding Ducks: Ways to Keep a Big Project Going Without Being the Gunslinger. J. Thomas Howald, Franklin College

Initiating the Self-Study Process: Planning for Success. Thomas Botzman and Carol Canavan, Mount Union College

Self-Study in a Small, Single-Purpose Institution. Kay Luft, Saint Luke's College

The Importance of Being Earnest and The Color Purple: Purpose and Structure in the Self-Study Process. Michael L. Banks, Jacqueline Gray, and Karen Jones, St. Charles Community College

Only 120 Days Remain, and the Clock Is Ticking!. Dunn T. Faires, Northeastern State University

Preparing Trustees, Faculty, Staff, and Students for the Team Visit. David McFadden and Mary Lahman, Manchester College

The Eight Weeks Prior to the Higher Learning Commission Visit. Kelly K. Brinkman and William L. Ramsey, Logan University

Chapter 2. Self-Study and Commission Evaluation: Practical Advice

Deciding How to Approach the Self-Study: Three Campuses, Three Choices. Gil Atnip, Indiana University Southeast; Marilyn Vasquez, Indiana University Northwest; and Susan Kahn, Indiana University-Purdue University at Indianapolis

Utilizing Online Course Software to Prepare a Higher Learning Commission Self-Study. Donna L. Askins, Northern Illinois University

What Did and Did Not Work During the Self-Study Process. Terri L. Wenzlaff, Western State College

Sustaining Communication and Involvement Throughout the Self-Study. Paula M. Glover and Kristin Wilson, Moberly Area Community College

Obtaining Complete Campus Participation: A Strategy for Self-Study. James C. Foster, Mount Marty College

Engaging in Accreditation: Using Staff Development to Achieve Total Participation. Randall Van Wagoner and Sharon Cole Hoffman, Metropolitan Community College

Preparing for the Visit While Focusing on Institutional Improvement. Sherril Hoel and Peggy Simpson, DeVry University

Continuity, Coordination, and Change: Planning, Assessment, and Higher Learning Commission/NCATE Reviews. Elizabeth H. Davis and Suzanne Jessup, Southern Arkansas University

Data, Data, Data! How to Collect What You Need. David Cook and Carol Nelson, Illinois Central College

An Employee Satisfaction Survey Designed for Accreditation Self-Study. Mary Ellen Wacker and Robert E. Dunker, Western Iowa Tech Community College; and Joseph E. Nitzke, Tri-State Research

The Ingredients for Preparing a High-Quality Self-Study Report. Donald Bennion and Michael Harris, Eastern Michigan University

Lessons Learned from Years of Reviewing Self-Study Reports: Advice on Writing and Editing the Self-Study. Norma C. Noonan and Kathryn Heltne Swanson, Augsburg College

Strategies for Developing a Comprehensive Resource Room. Shanna Legleiter, Jackie Elliot, and Cathie Oshiro, Barton County Community College

Chapter 3. From the Eligibility Process through Initial Affiliation

From PIF to Initial Accreditation: A Case Study. Laurie Pemberton and Gil Linne, Northcentral University

A Collection of Papers on Self-Study and Institutional Improvement

Master Index of Speakers

Speaker	Vol.Ch	Page
Adolph, Laurie	2.2	32
Allen, Jeanie	2.4	109
Angelo, Thomas Anthony	3.1	3
Applegate, Rachel	2.4	95
Armster, Cynthia D.	2.4	123
Askins, Donna L.	4.2	36
Atnip, Gil	4.2	33
Baer, Linda L.	1.1	3
Bagstad, Nannette	3.4	140
Baker, James P.	3.4	115
Ballinger, Marcia	2.2	39
Banks, Michael L.	3.2	75
Banks, Michael L.	4.1	16
Banta, Trudy W.	1.2	57
Banta, Trudy W.	2.3	61
Batesel, Paul	3.4	140
Belcher, Alan R.	3.1	39
Bennett, Marguerite	1.1	49
Bennion, Donald	4.2	75
Bers, Trudy	1.2	57
Bers, Trudy	3.4	123
Betz, Don	2.2	34
Birkholz, Alex	3.5	158
Blackford, Nancy	3.5	152
Boehm, Diane	3.4	119
Boettcher, Steve	3.2	67
Botzman, Thomas	4.1	10
Bowles, Sandra S.	3.1	39
Brand, Garret	2.3	71
Brandom, Lisa	3.2	78
Brinkman, Kelly K.	4.1	27
Bullock, Josh	3.2	61
Cadd, Marc A.	2.4	104
Calareso, Jack P.	1.1	52
Callaway, Robert	2.2	39
Canavan, Carol	3.5	161
Canavan, Carol	4.1	10
Carlson, Kathleen	1.2	59
Carpenter, Donald	3.2	81
Carroll, Marilyn Nelson	4.1	3
Catau, John C.	3.4	115
Chadwick, Becky	3.4	135
Chalokwu, Christopher	1.2	59
Cheek, William H.	3.4	115
Collins, Janice	3.2	61
Cook, David	4.2	63
Coon, Larry	1.2	68
Coorough, Randall	2.3	67
Cox, Debra	1.1	35
Crawford, Chris	2.2	45
Cunliff, Ed	2.2	34
Daiek, Deborah	1.2	65
Dastmozd, Rassoul	2.2	32
Daugherty, Beth Rigel	3.3	98
Davis, Elizabeth H.	4.2	59
Davis, Laura	2.2	55
Davis, Stephen	1.2	68
Dempsey, Jim	2.4	117
DenHouter, John	3.1	8
Descutner, David	2.1	10
Divine, Ann Roberts	2.3	77
Dixon, Shirley	1.2	65
Donley, Jan	2.2	39
Donnell, Vickie	1.1	6
Dorne, Clifford	3.4	119
Duin, Ann Hill	1.1	3
Dunker, Robert E.	4.2	66
Dwyer, Patricia	3.1	35
Eder, Douglas	3.1	8
Edwards, Barbara	3.1	44
Edwards, Ronda	2.3	71
Elliot, Jackie	4.2	82
Erwin, T. Dary	1.2	57
Faires, Dunn T.	4.1	21
Farmer, Richard E.	1.1	52
Ferguson, Robert	3.2	83
Foster, James C.	4.2	47
Fredrickson, Joann	2.1	6
Fuller, David	2.2	52
Funaro, Robert L.	2.1	13
Funk, Kelly	1.1	44
Furst-Bowe, Julie A.	2.2	21
Gardner, Eric	3.4	119
Gill, Renelle	3.5	158
Glover, Paula	4.2	43
Goodman, Clay	3.2	67
Gould, Lawrence V.	2.2	45
Gray, Jacqueline	3.2	75
Gray, Jacqueline	4.1	16
Greene, Andrea	3.2	58
Gremmels, Jill	2.4	100
Griggs, Robert	2.3	79
Guengerich, Charles	2.4	123
Guinn, Donna	2.2	34
Hamilton, Sharon J.	3.4	131
Harris, Michael	4.2	75
Hatfield, Susan	3.1	21
Hawkins, Cheryl	1.2	65
Hayworth, Kim	2.4	125
Hebert, Tracey S.	1.1	28
Hedberg, Mary	3.4	119
Heldreth, Leonard G.	2.2	37
Hellmich, David	1.1	10
Hoel, Sherril	4.2	55
Hoffman, Allan M.	2.2	24
Hoffman, Sharon Cole	4.2	52
Holtmann, Vincent	3.1	44
Homan, Anneliese	3.2	70
Howald, J. Thomas	4.1	7
Howard, John	2.3	75
Hughes, Cheryl	2.3	82
Jacobs, Alan	3.5	145
Jawad, Badih	3.2	81
Jessup, Suzanne	4.2	59
Johnson, Jacqueline	3.2	83
Jones, Karen	3.2	75
Jones, Karen	4.1	16
Jonson, Jessica	3.2	51
Kahn, Susan	2.3	61
Kahn, Susan	4.2	33
Kennedy, Joyce	3.1	27
Kontogianes, John T.	2.3	82
Kopp, Stephen J.	2.1	10
Kovala, Irene	3.4	123
Kowalczyk, John	1.1	39
Kuhn, Terry	2.2	55
Kynell, Teresa	2.2	37
Lahman, Mary	4.1	25
Lane, Gina E.	2.4	104
Langer, Gary	2.3	79
Lee, Tammy J.	3.1	31
Legleiter, Shanna	4.2	82
Leise, Cy	3.3	103
Lenort, Kari	1.1	41
Lewis, Deidra J.	2.4	123
Lind, Colene J.,	3.1	13
Linne, Gil	4.3	87
Ludden, LaVerne	1.1	21
Luft, Kay	4.1	13
Lundblad, Larry	1.1	10
Martin, Eric	3.1	27
Masters, Brenda	3.1	127
Masters, J. Janelle	3.1	16
McCue, Robert	2.2	52
McDonald, Mark	3.1	13
McFadden, David	4.1	25
McGee, Nancy	2.1	13
McMillan, Douglas N.	1.1	13
Mee, Gail	3.2	58
Miller, Greg	3.1	23
Mines, Gary	3.4	123
Murphy, Steven	1.2	59
Nagy, John	3.5	145
Neibling, John	3.5	145
Neill, Judith	3.3	95
Nelson, Carol	4.2	63

Speaker	Vol.Ch	Page
Niccolai, Anne M.	3.1	31
Nicodemus, Earl	3.5	148
Nitzke, Joseph E.	4.2	66
Noonan, Norma C.	4.2	78
Oshiro, Cathie	4.2	82
Parham, John	1.1	10
Partin, John	1.1	13
Patton, Jim	1.1	32
Peinovich, Paula	1.1	32
Pemberton, Laurie (McCown)	4.3	87
Pollard, Nina T.	2.4	104
Pooley, Dick	2.2	28
Preisser, Gayla	3.2	58
Quistgaard, Jon E.	2.1	6
Raftery, Kelley	3.1	44
Ramsey, William L.	4.1	27
Rogers, Gloria M.	3.2	55
Rogers, Sheri Everts	2.3	64
Rollins, Sue	1.1	6
Ruediger, Claudia	2.4	100
Ryalls, Ken	3.3	91
Saggio, Joseph J.	2.4	117
Sanders, Karla	3.2	51
Schackmuth, Kurt	2.1	3
Schlachter, Stephany	2.1	3
Schopmeyer, Kim	3.4	135
Schreck, Jane M.	3.1	16
Schur, Richard	2.4	109
Scott, Robert F.	2.2	45
Sedlak, Robert A.	2.2	21
Semmens, Ronald	3.4	140
Serpliss, Ron	2.2	32
Seybert, Jeffrey A.	1.2	63
Shepard, Marty	1.1	41
Sill, David	3.1	8
Simonson, John C.	3.3	87
Simpson, Peggy	4.2	55
Singer, Paula	1.1	32
Skean, Mark	3.4	140
Smith, Claudia	2.2	21
Smith, George E.	3.3	87
Sparks, Brad	3.1	44
Spies, Gail	2.2	32
Stearns, Sheila	2.2	52
Steeno, Mary J.	1.1	35
Stenzel, Eileen	2.3	87
Stern, Lesa	3.1	8
Stock, Suzanne	3.4	123
Stroede, Richard W.	2.1	17
Sun, Jian R.	3.1	23
Swanson, Kathryn Heltne	4.2	78
Sykes, Lynn	3.3	109
Szymanski, Helen	3.3	109
Taylor, Charles	2.4	109
Taylor, Jacqueline	2.1	13
Taylor, Mark L.	2.4	112
Thomas, Susan	3.1	8
Thompson, Dan	3.3	98
Thompson, Susan	3.3	98
Tippett, Bryan	3.2	67
Topp, Neal W.	2.3	64
Totten, Joan	1.1	39
Trauger, Kathleen	1.1	10
Vallin, Tonja J.	2.2	45
Van Wagoner, Randall	4.2	52
Vasquez, Marilyn	4.2	33
Voight, Dawn	2.3	67
Wacker, Mary Ellen	4.2	66
Wagner, Rich	2.2	28
Wahl, Michael	2.3	71
Waller, Jan	1.1	41
Wallin, Julie	3.2	51
Wallin, Julie	3.4	127
Waterbury, Theresa	3.1	21
Weiner, Charles S.	1.1	13
Weir, Ivan Lee	2.1	6
Wellsfry, Norval L.	1.2	57
Wenzlaff, Terri L.	4.2	39
Wessely, Anne	2.3	77
White, Mike	2.2	28
Wiles, Kate	3.5	152
Wilkerson, Beverly	3.2	70
Williams, Jeanne	3.3	95
Wilson, Kristin	4.2	43
Winberry, Kathy	1.1	32
Wohlford-Wessels, Mary Pat	2.2	24
Wojcik, Rebecca	3.1	27
Wright, David	1.1	21
Wright, Ron	2.2	39

The Higher Learning Commission

A Commission of the
North Central Association
of Colleges and Schools

NCA

30 North LaSalle Street, Suite 2400 | Chicago, IL 60602-2504 | 312-263-0456
800-621-7440 | Fax: 312-263-7462 | www.ncahigherlearningcommission.org

Serving the common good by assuring and advancing the quality of higher learning

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").